President's Office

MIDDLEBURY COLLEGE *News Letter*

Spring
1960

In this issue "Crisis in Undergraduate Education"

MIDDLEBURY COLLEGE
News Letter
Spring 1960

Volume XXXIV Number 3

Editor—George H. Huban

◂ As Alumni return for Commencement Homecoming, this is the view that will greet them from the Upper Campus as they look towards the mountains.

In this issue . . .

	Page
News of the College	4
A Tribute to Elbert S. Brigham, '03	6
President's Page	7
Should Values Be Taught?	8
Liberal Education and National Needs	11
With our Faculty	14
Middlebury's Long-Time Faculty	16
Middlebury Is Young!	17
Should We Have A Four Course Program?	18
Books to Read	20
A Look at Physics	21
Candidates for Alumni-ae Offices	24
In, Out, and About a Room	26
Sports	28
Alumni in the Headlines	30
With the Middlebury Alumnae Clubs	32
Following the Lives of Middlebury Men and Women Class News • Marriages • Births • Obituaries	33

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SPRING ISSUE

The Cover:

During an informal discussion at the Middlebury Conference, Dr. Charles Malik is shown giving emphasis to a point of his address—*Should Values be Taught?* (See page 8) He is surrounded by members of the Faculty and students.

"This flexibility is based on human ability, rather than on status, and is thus characteristic of the democratic process. The importance of the system lies in its ability to provide technicians and leaders capable of handling the problems created by United States economic growth and world leadership," he said.

Discussing the challenges facing this system, Dr. Perkins stated that within a decade the number of students in undergraduate education will double. Graduate schools and high schools also present challenges to the undergraduate institution. The high schools are now facing the problem of numbers, with a resulting lowering of standards in many places.

In conclusion, Dr. Perkins dealt with the value of a liberal-arts program. "Liberal arts provide a common meeting ground for those of different backgrounds. And liberal arts furnish a basis for specialized study. As the interests of society have changed, the liberal arts have been redefined and have thus maintained their vitality," he said.

Dr. Bowles followed Dr. Perkins with an address entitled "The Purpose of a College Education." He began by enumerating purposes of a college education from various points of view. Student purpose, Dr. Bowles felt, ranges from purposelessness to the belief that education is a good thing to have, to a dedication to attaining some profession. "Parents especially urge college on children as a desirable and often necessary opportunity," he said.

Dr. Bowles dealt next with the purpose of providing opportunity for all. He continued by saying: "this opportunity is provided at three levels. First is the select level at which there is maximum opportunity for further study and good jobs. At the standard level, opportunity for upward social movement is good, a generation may be required to achieve it. The access level often is only an extended high school program. School teachers, and especially primary school teachers, are an (*Please turn to page* 40)

Commencement Program

1960

Friday, June 10

2:00–10:00 p.m. Registration, Alumni Center
6:30 p.m. Buffet Supper, Bread Loaf Inn
8:30 p.m. Informal Lecture, *Proper Place of Historian in Education Today*, by Professor Pardon E. Tillinghast, Little Theatre, Bread Loaf

Saturday, June 11

8:30 a.m.–12:30 p.m. Registration continued, Alumni Center
9:00 a.m.–11:30 a.m. Alumni Coffee Hour, Alumni Center
9:30 a.m. Class Day Ceremonies, Lower Campus
10:30 a.m. Alumnae Association Meeting, Munroe Hall
10:30 a.m. Alumni Association Meeting, Stewart Hall
12:30 p.m. Commencement Luncheon, Memorial Field House
4:00 p.m.–6:00 p.m. Informal Reception at the President's House, 3 South St.
6:00 p.m. Class Reunion Dinners
8:30 p.m. Commencement Play, *No Doubt About It*, Wright Memorial Theatre

Sunday, June 12

10:45 a.m. Baccalaureate Service, Mead Chapel
12:30 p.m. Phi Beta Kappa Dinner, Middlebury Inn
7:00 p.m. Cane Ceremony, Forest Hall Arcade
8:30 p.m. Commencement Play, *No Doubt About It*, Wright Memorial Theatre

Monday, June 13

10:15 a.m. Commencement Procession, Memorial Field House
10:30 a.m. Commencement Exercises, Memorial Field House

Class Reunion Dinners

Saturday, June 11, 1960 at 6:00 p.m.

Class and Chairmen	*Place*
1910	
Mr. E. Bruce Hallett 2 Hickory Drive Maplewood, New Jersey	Gifford Hall
Mrs. William Barnes Proctor, Vermont	
1915	
Dr. Elbert C. Cole 2 Chipman Park Middlebury, Vermont	Mrs. Upson's (*Chipman Park*)
Mrs. William H. Upson Box 108 Middlebury, Vermont	
1920	
Mr. Frederick H. Carpenter 5301 North Delaware St. Indianapolis 5, Indiana	Dog Team
Mrs. David J. Breen R.R. 2 Windsor, Vermont	

Class and Chairmen	*Place*
1925	
Mr. Michael G. Carboy 436 Claremont Ave. Teaneck, New Jersey	Bristol Inn
Mrs. Arthur A. Headley 47 Roosevelt Blvd. Florham Park, New Jersey	
1930	
Mr. Frank Chromec 47 Poplar St. Springfield, Vermont	Waybury Inn
Mrs. Berton A. MacDonald 1073 Main St. South Glastonbury, Conn.	
1935	
Mr. Arnold LaForce Kennedy Road Mendham, New Jersey	Bread Loaf
Miss Natalie Dunsmoor 232 Bunker Hill Ave. Waterbury, Conn.	

Class and Chairmen	*Place*
1940	
Mr. Robert F. Pickard 59 Rector St. East Greenwich, R. I.	Middlebury Inn
Miss Kathleen L. Brokaw 18 West 8th St. New York, New York	
1945	
Dr. and Mrs. Elam Hitchner 710 Lippincott Ave. Moorestown, N. J.	Brandon Inn
1950	
Mr. Corwin S. Elwell 22 Pleasant St. Essex Junction, Vt.	Bristol Inn
Mrs. Michael Glowa R.D. 1, Box 3 North Springfield, Vt.	
1955	
Mr. Harold P. Higgins 18 Montgomery Lane Norwich, Conn.	Middlebury Inn
Mrs. H. Kimball Faulkner 9½ Pinckney St. Boston 14, Mass.	

News of the COLLEGE

Fraternity Evaluation Committee Reports on First Two Meetings

DEAN THOMAS H. REYNOLDS, chairman of the Fraternity Evaluation Committee, reports as the NEWS LETTER is going to press on April 1st about the first two meetings of the Committee.

He said: "In accordance with the wishes of President Stratton the Committee, which is composed of Trustees, Alumni, Faculty and Staff, has been divided into two groups; those, who because of their nearness to the College can meet regularly, and the entire Committee which will meet periodically to draw up resolutions and make recommendations.

"So far only the local members of the Committee have met. During the first two meetings the agenda has principally consisted of the discussion of methods whereby the Committee could work effectively. The Committee decided not only to hear as much testimony from interested groups on the Campus as possible but also to invite student leaders to sit with the Committee in their deliberations at the discretion of the Chairman. In addition the Committee determined that its Minutes and its deliberations should receive as much publicity as possible so that all parts of the College—Student, Faculty, Alumni and Trustees—might know at any time the general feelings of the Committee as well as the matters which the Committee was discussing at any particular time.

"The Committee had been instructed to deal with the whole problem of Fraternities and particularly certain questions which were listed in the *President's Page* of the last issue of the NEWS LETTER. These questions included the desirability of Fraternities in general, the time of rushing, the manner and form of rushing, the physical aspects of Fraternities, and other pressing matters. In its two sessions so far the Committee has dealt primarily with the general question of whether Fraternities are desirable in a college of Middlebury's size and character. I am pleased to report that the consensus of all the local members of the Committee to date is that Fraternities definitely have a place on the Middlebury Campus providing certain aspects and practices common to all of them can be modified and changed to the advantage of the entire college community. This means that the Committee is now prepared to go forward and discuss some particular aspects of Fraternity life with a view to finding out if certain practices can be modified sufficiently to justify the Committee's basic faith in the benevolent role of Fraternities on the Campus.

"In accordance with this decision the Committee selected one of the most difficult aspects of Fraternities to discuss in detail at its meetings this spring. This problem is the *problem of the non-selected individuals*. The Committee is making studies to find out the nature and extent of the problem and will be open to all suggestions as to how the problem might be dealt with. (*Please turn to page* 40)

During the informal discussions at the Middlebury Conference, George E. Tuttle, '61, ponders a point as Nora S. Wright, '62, (left) and Nancy M. Barhite, '61, listen intently.

"Crisis in Undergraduate Education" . . .

FIVE outstanding speakers discussed "The Crisis in Undergraduate Education" both formally and informally at the 18th Annual Middlebury College Conference held at the Wright Memorial Theatre, March 18, 19. Included among the speakers were: Dr. James Perkins, Vice President of the Carnegie Corporation; Dr. Charles Malik, former President of the United Nations General Assembly; Dr. Oliver J. Caldwell, Assistant Commissioner for International Education, U. S. Department of Health, Education, and Welfare; Dr. Shannon McCune, Provost of the University of Massachusetts; and Dr. Frank Bowles, President of the College Entrance Examination Board.

The text of the addresses by Dr. Malik and Dr. Caldwell appear on pages 8 through 13.

This year's Conference was unique in that it offered ample opportunity for immediate student contact with the speakers. This contact was achieved by means of an informal coffee hour and two discussion periods.

Dr. Perkins in his keynote address laid down two postulates declaring that individuals are capable of determining and acting in the public interest. Secondly he stated that individuals are capable of understanding themselves and their environment. He felt that we have placed "our chips" on education to make good these two postulates.

Dr. Perkins described the undergraduate system in this country as immensely varied in accordance with the wide variance in purpose and ability of the students. He stated that the importance of this system is its flexibility in providing institutions for students of varying financial and intellectual ability.

PRESIDENT'S Page

With the successful Winter Carnival a matter of record, with the engrossing activities of fraternity and sorority rushing completed, the College turned with interest to the Eighteenth Annual Middlebury Conference on March 18, 19. It is interesting to note that for the first time in these many years the topic of the Conference had to do with education. "The Crisis in Education" was the student selected theme for the intellectually oriented weekend. The choice of this topic was of course symtomatic of the nation wide concern for the highest possible development of our greatest national resource. It is now thoroughly recognized that it is the present generation who must meet the challenges of the three great explosions—in population, in scientific advances, and in the agressive nationalism of the under-developed countries.

The word *crisis* is undoubtedly being overworked as we enter the 1960's, and certainly there is no magic formula by which schools and colleges can change the innate capacity of individuals for the absorption of knowledge or can suddenly inculcate a high degree of motivation for intellectual achievement in the individual who is content with mediocrity. Nevertheless all of us who are truly interested in education, laymen and professional alike, are uneasy and concerned lest the desire to hide from unpleasant realities shall jeopardize the improvement in educational resources and methods, now imperative if we are to keep pace with the impending need for an abundance of intellectual competence and intellectual integrity.

Perhaps it is not coincidence that outstanding educators have accepted invitations to this years conference which comes at a time when our faculty is completing its study of a proposal for a four-course curriculum.* In other pages of this issue Professors Freeman and Beers express their thoughts on this proposal. Until recently, I have refrained from public comment, in part because I wished first to hear the individual views of many faculty members and in part because I wished to know and understand any objections that might be raised.

In now expressing my own views, it must first be said that the proposal originated with the Faculty Committee following a summer of intense study and discussion. In appraising the proposal, in essence the reduction of our present requirement of five courses per semester to four, I am more concerned with the philosophy embodied in this change than with the problem of implementation. It is my considered opinion that the concept of a four-course curriculum is valid for Middlebury and will provide an improved environment for learning and for teaching in the years ahead. I think it would be providing an opportunity for the majority of our students to explore more deeply fewer areas of knowledge, and to do so with enhanced intellectual satisfaction. Perhaps for the "busyness" involved in five preparations there may be substituted the more exacting and, it is to be hoped, more satisfying experience of increased mastery of the fewer disciplines and courses entered upon. Perhaps also we could hope for more independent study by students and for fewer hours devoted to recitation and listening to others recite. From the point of view of the faculty, I feel that the reduced number of course preparations and contact class hours might provide time for more interesting and rewarding work with students, who in turn would be enabled to pursue in more exacting fashion the courses in which they enroll.

On the other hand, it might be argued that with the increasing specialization of knowledge, a student should take six or even seven courses a semester, but I think from our own experience we realize the specialized knowledge presented in a one-semester or even year course does not long remain with us. It is the habit of study, of investigation, of organization and presentation, of well-considered opinion or criticism; it is the acquired skill of reading with comprehension that marks the educated person. It is possible that these skills and these habits can be better acquired in a curriculum which gives opportunity for study in depth than in a program which encourages the proliferation of specialized courses. To be sure many elective courses now offered would disappear from the curriculum, but I cannot visualize a liberal arts college of our stature sacrificing any essential offering in science, humanities, the fine arts, and social studies, or foreign language and literature.

Limitations of space prevent any elaboration or defense of these opinions, but I do (*Please turn to page* 40)

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* The participants for the Conference were Dr. James Perkins, Vice President of the Carnegie Corporation; Dr. Charles Malik of Lebanon, Visiting Professor at Dartmouth and former President of the U. N. General Assembly: Dr. Oliver Caldwell, Assistant Commissioner for International Education in our State Department; Dr. Shannon McCune, Provost of the University of Massachusetts; and Dr. Frank Bowles, President of the College Entrance Examination Board.

A Tribute to

Elbert S. Brigham, '03

Middlebury College's First Trustee Emeritus

ELBERT S. BRIGHAM, '03, for thirty-eight years a member of the Board of Trustees, has been elected by the Board as the College's first Trustee Emeritus.

What was said of Mr. Brigham by two fellow members at the time he retired from the U.S. Congress can also be said of him during his long service on Middlebury's Board of Trustees. Congressman Ketcham of Michigan, who served with him on the Committee on Agriculture, said of Mr. Brigham, "Quiet and modest in manner, well informed, courteous, yet direct in discussion, he has always been listened to with great interest, and certainly his judgments have made a profound impression upon the committee, and his views have been registered in more than one provision that has been written into law." Vermont's other Representative, at the time, the former Ernest W. Gibson, said, "He has approached problems of legislation with an open mind, has given careful study to them, and has arrived at independent conclusions with the best interests of his constituents always in mind."

These two comments by Mr. Brigham's peers in the House of Representatives point up his outstanding characteristics: quiet modesty, courteousness, and careful, unbiased consideration of a problem. These are the characteristics which have also been shown for nearly four decades as a Trustee of Middlebury College.

Mr. Brigham lives in retirement far up in Northwestern Vermont, a few miles from the Canadian border at St. Albans. This outstanding member of the Class of 1903 became a successful scientific dairy farmer shortly after leaving college. Later he made a good record as Vermont's Commissioner of Agriculture, member of Congress for three terms, banker, and president of one of the nation's largest insurance firms, National Life of Montpelier, Vermont.

IN REVIEWING Mr. Brigham's remarkable career one finds an alumnus of unusual ability. He was an excellent student at Middlebury, graduating with a Bachelor of Science degree and Phi Beta Kappa honors. He is a master in planning his work and getting things done.

Time and again when some public institution was in financial difficulty, Mr. Brigham gave helpful advice and assistance in solving the problem. As chairman of Vermont's Banking Advisory Board during the 1933 banking holiday, Mr. Brigham and his Committee helped direct financial affairs so well that losses to depositors were relatively small.

The famous Brigham farm, which supported three generations of Mr. Brigham's ancestors, is very close to his heart. In his lifetime, he has seen it grow from 150 to 635 acres. And Mr. Brigham's pride in his farm is easily explained. Through long-term management, he has made it one of the most noted Jersey cattle farms in the country.

He believes that Americans will never lose their love of the land. He can talk interestingly for hours about farm ownership and what it means to the life of the nation. While in Congress, Mr. Brigham sponsored the passage of legislation benefiting dairy farmers throughout the country.

HE VOLUNTARILY retired from public life in 1930, becoming associated with the National Life Insurance Company, broadening his interests, including insurance investments, banking, and economics generally.

During his long and active life, Mr. Brigham has always been keenly interested in the progress of his Alma Mater as has his wife, who is also a graduate of Middlebury. They have contributed generously to the College. It has been Trustees like Elbert S. Brigham who have made Middlebury College one of the outstanding small liberal arts colleges of the nation.

or is virtue something with which they are born? Can you make them noble, honourable, magnanimous, obedient, courageous, unselfish, or are they born that way? Can people be trained in goodness or must you leave it to their nature and hope for the best? These are searching questions and they have been profoundly reflected upon for centuries.

The first point to make here therefore is that this is not the first time this question is anxiously asked, whether by philosophers, by educators or by parents, and that nothing is more instructive to all of us who are asking it again today than to steep ourselves in this great tradition of ethical theory and reflection. We shall find depth beyond depth in this tradition, and in any event we may avoid the pitfall of saying perfectly superficial and silly things by comparison with the pearls of truth and vision that lie embedded in the thought of the great masters. One of the temptations of this age is to become so bewitched by progress and modernity as to cut ourselves off, in pride and narrowness, from the positive tradition of thought, trying to find out all by ourselves the truth about perplexing matters, unaided by the findings and gains of past epochs; whereas the cumulative tradition of thought, which is ours by right as much as any contemporary sophistry, is perfectly open and able to illuminate, instruct and correct our thought.

The distinctive mark of man is not the functionings of his body or the impulses of his instincts; these the animals have in abundance and perhaps more healthily than we. The distinctive mark of man is his reason, namely, his ability to seek and find the truth about numbers, about matter in motion, about the animals and plants that inhabit the earth with him, about the human history from which he sprang, about the human society to which he belongs as well as about other societies, about the way his mind works, about his fears and anxieties and hopes, about his own human perfections and imperfections, and about the possible existence or non-existence of a supreme being to whom he is in the last analysis responsible. The animals are certainly inferior to man in that they do not have universities where they gather together in departments of mathematics, physics, biology, history, sociology, economics, pyschology, philosophy, and theology, philosophizing about things. The animals do not know the calculus nor the laws of Newton nor what happened a hundred years ago nor how their own bodies work nor even the power of this earthworm, which is man, over them. The animals are relieved of the burden and headache of knowledge—and what a burden and headache, and yet what a joy and glory, it is to those who really know,—by nature taking perfect care of them through its iron laws which they cannot help and of which they do not have the vaguest idea.

Unlike the animals, then, man is not born with a system of natural laws taking perfect care of him, so that all he has to do is to be in order to continue being; no, man himself must take care of his existence; he must himself think and worry about himself; he must himself take thought for the day and for the morrow. In a deep sense man makes himself; everyone of us is what we make ourselves to be. This is the great problem of freedom; for unless we had the freedom to make ourselves we would be exactly like the dumb creation. The Bible says God created man in His own image. This is a very profound remark, and what it means is that man is such that he enjoys imperfectly certain attributes which in their perfection belong only to God. These divine attributes of which there is but a faint image in man are: thought, freedom and creation. God thinks and knows perfectly; man thinks and knows very imperfectly indeed, but still he knows and thinks. God is perfectly free; man's freedom is very imperfect, but still he is free; the proof of this is that he can always commit suicide, and no animal even dreams of committing suicide. God is the perfect Creator; man also creates, though of course most imperfectly, but still he creates; each one of us helps at least in creating himself. Through thought and art, man helps God in the creation of the world, and above all, in the creation of himself. Man is a partner with God in creation, albeit a junior partner.

This being the case, nothing therefore is more clear than that values, virtue, moral qualities, human perfections *can* be taught. We are not born either honourable or dishonourable, either courageous or cowardly, either obedient or disobedient, either wise or foolish. We become these things through our own choice, or through the choice of the human environment in which we live. But whether we individually choose them or our human world imprints them upon us, they are always the creation of man; and therefore they can always be uncreated by him; and it is for this reason that there is strict solidarity between the individual and society; man and man alone at some point perfected virtue or distorted it, whether that man be ourselves or our parents or the general moral tone of the age to which we belong. And when society is rotting and the individual is desperately fighting to keep his head morally above water, he can never wash his hands from his parents or his school or his associates or his radio and television programmes; he must take up their sin as his own and struggle against them as though he were struggling against himself. Values are never the work of natural or subhuman or cosmological causes; values are through and through human: in origin, in enjoyment and

Middlebury Conference . . .

One of a group of talks presented at the College on the subject "The Crisis in Education at the Undergraduate Level" during the Middlebury Conference, March 18, 19. *Another of the talks appears on page 11.*

Should Values Be Taught?

By Dr. Charles Malik

Visiting Professor at Dartmouth and former president of the United Nations Security Council.
He has served as Dean of Graduate Studies at American University, Beirut, Lebanon

The question falls into five natural topics: (1) What is meant by value? (2) Can values be taught? (3) Should values be taught? (4) Which values should be taught? (5) How should they be taught?

(1) *What is meant by value?* We speak of the value of a house or an automobile, and whether the value is expressed in terms of money or in terms of labour, the answer is quite determinate. There is also value in mathematics where what is meant is the assigning of a quantitative equivalent to some unknown element. Then we speak of such-and-such an act as being of no value or of very great value. A man comes into a community and after a while people begin saying, this man has been quite valueless, or this man's presence has been most invaluable; or they might even say, this man has done much harm and therefore his value has been negative. There is hardly a day that passes without saying to ourselves fifty times a day, what is the use, or what is the value, of saying this or that phrase to this of that man on this or that occasion. Unknown quantities then have their values; manufactured goods have their values; words have their values; acts have their values; and human beings can make themselves valuable, or valueless or positively harmful.

In the context of the present discussion "values" refer to human values. A better word would be virtue or character. There are certain things whose presence in us or whose realization by us makes us better or more valuable human beings as *human beings*. In proportion as we realize them in our lives we become more or less fully human. They constitute our very humanity. The sum total of those things which make us more fully men *as men* is what we call human virtue. The man of character is precisely the man of virtue. Thus, an ignorant man is less fully a man than a man who knows: the ignorant man has something missing in his very humanity; that is why education is such a valuable thing; its aim is to humanize man, to make him more human, or, if possible, fully human. Again, a courageous man is more of a man than a coward; we envy the courageous and praise him, while the cowardly we tend to look down upon. Again, the man who knows how to control himself is more of a man than he who lets go his nature upon every provocation; we say he is master of himself and we behold in him a more perfect specimen of humanity. Again, the man who is just and fair in his dealings and thoughts is more of a man than the unjust, than the biased, than the man who does not value persons and things according to their inherent merit. Again, there is something very deep in our heart which, regardless of clever teachings and practices to the contrary, makes us respect the unselfish more than the selfish, the obedient to his father and mother more than the disobedient, and the one who conforms to the laws more than the one who violates them, and this regardless of whether he is caught or not in his violations. The unselfish, the obedient, the respecter of the laws, appears more truly human, more perfect as a human being. Then there is consideration, there is nobility, there is honour, there is magnanimity, there is dedication to an ideal, there is service, there is purity of heart, there is love. All these and many others constitute human virtue; and each one is a value in human life or a virtue in the being of man.

Value, then, or virtue is all those things whose realization in our lives makes us more human, more fully human beings, more virtuous, precisely in the sense of more perfect as men. The term moral qualities or moral perfections may also be applied to them. These values or virtues or moral qualities or human perfections include: knowledge and wisdom, courage, self-control, justice, unselfishness, obedience, respect of the laws, nobility, honour, magnanimity, consideration of others, dedication to something quite unattainable, service to our fellow men, purity of heart, and love.

(2) *Can values be taught?* This question engaged the mind of the Greeks very much, expecially the mind of Plato and Socrates. Can you make people virtuous

Liberal Education and National Needs

By Dr. Oliver J. Caldwell

Assistant Commissioner for International Education,
U. S. Department of Health, Education, and Welfare

America needs more and better liberal education for more Americans. The future is a race between wisdom and disaster. Liberal education must help Americans to gain the common sense, knowledge, and humility they need for survival.

This is an era both of intense international competition, and of growing mutual interdependence. The kind of general education Americans are receiving in college does not effectively prepare them for such a world. We need a new and stronger liberal program designed to give Americans the knowledge and the skills they need for survival, and for the development of a wise new leadership.

Liberal education in the national interest should introduce the student to Man in three dimensions. It should acquaint the student with the whole heritage of mankind; it should help him to understand his own times; and it should give him a perspective of the future, for which both past and present are prologue.

Liberal education has been a strong force for sanity in the past. Never has there been a greater need for clear vision, insight, and reason. But changing conditions require new knowledge. If the American college is to meet its present obligations a new curriculum must be built on existing foundations.

To fulfill its function, liberal education should be flexible and adaptable. It must relate to the world it serves. While changes have taken place in the American college curriculum, such changes by no means have kept pace with the changes in the world around us. There is often a surprising similarity between the curriculum of 1960 and that of 1930.

Liberal education was once a luxury of the leisure class. In an increasingly classless world, it has a much broader and more important function than training an elite. The basic objective today should be to create in America an awareness of the mutual humanity which Americans share with the rest of mankind. We need a new learning to instil a foundation of cross-cultural and international understanding. No lasting peace can be built on any other base. The alternative is the probable self-destruction of mankind.

Man has always had a split personality. One personality is greedy, lustful and cruel, materialistic, selfish, and generally heedless of moral law.

On the other hand, man also is courageous, selfless, sensitive, creative, farsighted and moral.

History has recorded a perpetual struggle between these two personalities. Today this struggle has come to a climax. The ability of man to destroy has grown so great as to make it imperative that man become whole again.

Thus the future has truly become a race between education and extermination. The dark forces in humanity exploit tensions, weaknesses, and friction. Survival requires the elimination of weaknesses and tensions before they can erupt in violence.

Liberal education today, in the interest of humanity, must be functional education, designed to develop the wisdom and the insight needed to guide man through this time of decision, and to build the foundation of a world safe from tensions and fear. Such education is the right of the many; only the many working together will have the strength to defeat the forces of destruction.

Today effective international policy is based on the support of an intelligent public. International stability must be based on the perspective, toleration, and understanding of the majority. The balance between disaster, and the continued, orderly development of humanity is so even that a little excess of stupidity and passion could precipitate humanity towards oblivion. We should aim, therefore, at an expansion of liberal education, as well as the changes necessary to make it a more effective servant of humanity.

These are some of the problems which will be solved by well-educated people tomorrow if humanity is to be saved from self-destruction.

One of the most urgent issues of our times is the fantastic growth in the number of people who have to be housed and fed on this earth. The nature of man's relations to his fellows has already been changed by this phenomenon.

In the early days of our republic there were about 900,000,000 people in the world. Some countries were getting crowded, but there were tempting empty

in responsibility for their development and destiny.

There are then three basic proofs that values can be taught. (A) We know that man can be taught lots of things: how to drive a car, how to make an airplane engine, how to read and write, and how to sing. Now there are things, namely, values and virtue in general, which make him more perfect as a human being. To say therefore that man can learn everything except these values which perfect his nature is utterly absurd. No more unworthy joke can be conceived on the part of the universe than to have a being who can learn to nnake everything, but when it comes to himself, his own perfection, he is helpless.

(B) We know from our personal experience that we are responsible for our actions and choices. The whole system of law and of reward and punishment is based on this. We know there are things we do that we ought not to do and there are things we do not do that we ought to do. Therefore we are free to be or not to be what we are and become. And where there is freedom there is the possibility of learning.

(C) Take any one of the values or virtues to which I referred: courage, justice, unselfishness. Each value can be explained exactly as to what it is. You can write a book entitled courage, justice or magnanimity, and in that book you set forth in detail what these things are, and you distinguish, for example, courage from rashness, justice from mere honesty or correct legality, and magnanimity from generosity or benevolence or charitableness. In other words, a trained thinker can give you an intellectual account of each one of the virtues, distinguishing what is false from what is true. But the very nature of an intellectual account is that you can learn it: you read it and understand it and you may even violently disagree with the author. Your very disagreement is proof of the fact that you learned intellectually what he said. In any event, if you attain virtue, you can never be sure of it except if you knew what it was, except if you had some intellectual grasp of it in advance. And everything appertaining to knowledge and the intellect can be learned. Does this mean that the mere intellectual grasp of a virtue is enough to make us virtuous; that when I understand goodness I have thereby become good; that knowledge is virtue? Not at all, and therein lay precisely the mistake of the Greeks. Intellectual knowledge of goodness is not enough to make people good, but you can never become good without some intellectual knowledge of goodness; and all intellectual knowledge can be learned.

(3) *Should values be taught?* If the conclusions to the first two topics were sound, then this question becomes purely rhetorical. Without virtue we are not human, and virtue can most certainly be taught; then unless we should sink to a subhuman or at least non-human mode of existence, values or virtue should be taught.

The matter is so obvious that a prior question at once suggests itself: what makes people ask this question in the first place? What makes them wonder whether values should be taught? Why should any germ of doubt enter their head about this matter? What is the worth of human life without the concrete realization of moral values, and what ever entered into people's head to make them feel that the perfections of life can be had gratis or free or by chance or with good luck or without effort and struggle and the utmost care and the payment of the highest price? Such a feeling alas is prevalent. People pay more attention to their cars and their dogs than they do to their souls or to their children. In the face of a general collapse of morals, people throw up their hands and say: what is the use? With the sad example of some of their children or some of their students in mind—and we all know such tragic cases—they exclaim in despair: infinite care and money and love and upbringing has been put into this person, and yet, look at the result! With so much care and effort apparently wasted, people naturally ask: should values be taught? With all this wasted effort educators should at last have learned a lesson; they should conclude that values cannot be taught; that you cannot make a man honourable or magnanimous or unselfish if his nature is not that way; they should turn away from the fruitless task of training youth in moral virtue, of holding them up to their highest, of infusing them with the will to seek and struggle and realize their perfections as much as possible. They should turn away from all this silly idealism to the practical and fruitful task of training youth in the mechanical arts, to making them economically more productive, to imparting to them the secret of worldly success, to making them good citizens and useful members of society. Life will teach them virtue if anything does; the probability is that nothing will teach them; the probability is that they are created with these natural bents which will sooner or later get the better of them, and there is nothing that can be done about it.

Among the causes of this despairing mood about morals are the following: (a) The dominance of mechanical civilization. (b) The enormous economic, social and moral stresses and pressures placed upon the home and the family. (c) The general secular, if not atheistic, tone of society. (d) The increased temptations of life without the development of corresponding restraints. (e) The fact that moral education has suffered owing to the tremendous demands made by technical and professional education. (f) The prevalent anti-intellectualism whereby it is (*Please turn to page* 40)

to be a prerequisite to the evolution of an adult political partnership, but a ceiling on learning in a colony is likely to produce explosive social pressures.

The vitality of Asians and Africans has been rising, while European vitality has been declining in the past decade. Many of yesterday's servants and plantation hands are today masters in their own houses. It is estimated that in a few years one-third of the membership of the United Nations will be new African nations. If they vote together they will hold the balance of power. How they vote will be a vital concern to every American.

Simultaneously there has been a rapid growth in the power of the Communist bloc. America has no alternative but to cooperate with the emerging nations, because if America fails to help these young nations they will look to Communism for leadership.

Some sixty-five per cent of mankind are poor, hungry and ignorant. They demand a better world for their children, and personal rights Americans long have taken for granted. Two paths are open to these people.

One is the American way, which is basically humane, evolutionary, individualistic, peaceful, relying heavily on education, and generally humble in the presence of the unknown forces which are called God.

Communism is the other alternative. It has achieved many successes, but it is based on false assumptions. It teaches that all mankind is split between the exploited and the exploiters, that the exploiters must be liquidated by violence, that real progress can only be achieved through a revolution led by an exclusive and elite Party, and that there is no reality beyond man's senses. Communism is intolerant, and perpetually in a hurry; it thinks little of the individual and much of the collective. The individual pays an exhorbitant price for the quick and dramatic triumphs of Communism.

Communism claims to help the many by exterminating the few. The American solution is to bring the many up to the level of the few. This can only be achieved by universal education for both the many and the few, and the development of a new sense of mutual responsibility.

Communism abhors a vacuum; it advances wherever democracy fails to advance. The emergence of a new world-wide pattern of power will hurt no one if America provides a liberal and creative leadership. Such leadership is built by liberal education.

America and Western Europe do not yet understand that education has become a principal instrument of national power and international policy. If they understood how they are weakening themselves, they would not continue in their various ways to waste their greatest resource, which is the intelligence of all of their children.

Many of the emerging nations equate education with international economic and political equality. There is an unprecedented boom in education around the world. Ghana and Nigeria have pledged thirty-eight to forty per cent of their national budgets to education. Indonesia has made astonishing educational progress in a few years. A recent meeting of the hungry nations in Karachi called for a twenty-year education program in Asia to cost sixty billion dollars.

The inspiration for this passionate pursuit of learning comes increasingly from Soviet Union. Lenin said, "Without education there can be no Communism."

When Khrushchev says that in a few years the Soviet Union will bury America by increasing Communist industrial production he is putting his trust in Soviet education.

In the USSR and Soviet China together today there are said to be about a quarter of a billion people in the process of education. This process is designed to develop the intelligence of the individual to enable it to produce for the collective. Immense economic, political, and military power is being created by education in the communist heartland.

Each American being educated today seems to be outnumbered by about five Russians and Chinese. We can never match Communist quantity, but we must surpass communist intellectual quality.

Knowledge today is power. Liberal education, as we know it, is impossible under communism. Liberal education is the special strength of America.—Our most dangerous enemies are the forces of unreason within ourselves. One of these is the divisive force of religion, which weakens itself in eternal civil war, thus sacrificing its effectiveness in its competition against the single-minded forces of materialism.

The weakness of modern religion as a creative force is evident in Africa south of the Sahara. Here almost every variety of Christianity competes for the soul of the black man. Thousands of schools have been built by missionaries, and sometimes almost the only social services available are contributed by the missions. But a tragic competition and duplication weakens the total effort.

Communism delights in the bickering of organized religion, and moves into the vacuum created by the intolerance of those who profess goodness and wisdom.

Perhaps the greatest tragedy of our time is racism. The white man today is a small minority. Almost all of the emerging masses of Africa and Asia are colored. Yesterday and today, the white man is richer and stronger. Tomorrow the white man will have to compete as an equal. Is he capable of (*Please turn to page* 42)

areas, and other places where the population was scattered and weak. Thus colonialism flourished, and Western Europe waxed rich at the expense of peoples who could not defend themselves. Ideas were interchanged, and out of the colonial system came the beginnings of mutual understanding between very different peoples.

By 1900 there were about 1,600,000,000 people on earth; over-crowding in some countries was already severe. It was increasingly hard for any nation to live in isolation. Population pressures, and related economic, political, and racial problems erupted into the biggest wars ever known; but not enough people died to relieve the increasing pressures.

TODAY the population numbers nearly 3,000,000,000, and mankind is increasing at the rate of about 100,000 people every 24 hours. Over-population is a desperate predicant for the Japanese, the Chinese, the Indians, many Africans, and most of Western Europe. This has created a series of problems which affect everyone in the world.

By the year 2000 there will be, at the present rate of expansion, about 5,000,000,000 men, women, and children on earth. Most of the habitable areas will be bursting at the seams. In such a world everyone must learn to respect his neighbors, and to live and let live. However, neither man's history, nor his present condition, indicates that the species is capable of such self-control.

The explosive expansion of population is aggravated by a revolution in communication and transportation. A hundred years ago Africa was almost as remote to Europeans as the moon is today. Thus Stanley and Livingston had somewhat the same fame as our fledgeling astronauts today.

Now one can leave Khartoum one hour after midnight, change jets in Rome and London, make an emergency landing in Montreal, and reach New York at four o'clock the afternoon of the same day. No part of the globe is more than two days from Washington.

A more significant fact is that no part of the United States is more than twenty minutes from the rocket pads of a potential enemy. Today only two nations possess rockets capable of carrying hydrogen warheads across the ocean, but tomorrow all the major nations will have the potential to destroy each other.

IN SUCH a world there will never be enough trained intelligence. The larger the number of people who have had what we call a liberal education, the more stable will be the precarious peace which will continue for a long time to come to be a condition of life.

This precarious balance between life and death will be affected by many factors. One of the most dangerous is the uneven distribution of material wealth.

In the United States live approximately six per cent of the people, but Americans enjoy about forty per cent of the world's annual income. In Asia and Africa live about sixty-five per cent of mankind, but these people share only seventeen per cent of mankind's annual income.

These famous statistics emphasize the appalling predicament of the American people. They wish to expand their standard of living, but they can not do it at the expense of others. Conscience and expediency both require them to help the hungry masses of Asia, Africa, and South America to increase their own annual production. Americans could not, if they wished to, stand against the immense potential power of the economically less developed areas of the world.

For the United States is increasingly dependent on the less prosperous nations for war materials and markets. All the peoples in the world are increasingly interdependent. Thus Liberia furnishes iron and rubber to our industry, while the continued development of Liberia is largely financed by what we pay for these essential materials. Isolationism is an economic impossibility.

This situation is complicated by a rapid shift in the world-wide structure of political power. There is a great leveling of nations, as the colonies of yesterday gain independence and political equality.

EDUCATION has had a lot to do with turning yesterday's world up-side-down. When the colonial learned to read he gained access to a universe of ideas and skills; after that it was impossible to keep him down on the plantation. The nature and quantity of education available in a colony has a direct bearing on the rate and the nature of colonial development.

The Dutch, who gave the Indonesians very little education, were driven out by a population less than ten per cent literate. The British developed relatively substantial educational programs in their Asian and West African colonies, and were able to pass peacefully from the colonial relationship to a partnership of equals. However, where they did relatively little to educate the masses in parts of East Africa, they are having real trouble.

The Belgians gave six years of education to practically all the Congolese who wanted it, but were slow to develop secondary and higher education. The apparent Belgian tendency to establish an intellectual ceiling in the Congo resulted in violent anti-European pressures.

The Portuguese to date have kept their colonials largely ignorant, and so far have maintained their control. When the inevitable explosion comes in the Portuguese colonies it is likely to be violent.

A generous educational policy in a colony appears

losophia Epicurea appeared in Paris in 1601. Hill, whose book has been studied by G. McColley (*Annals of Science*, iv, p.390 ff.) anticipated Gassendi and later atomists both by his vigorous defense of atomic materialism and by attempting to reconcile it with Christianity. If John Donne could be shown to have been acquainted with Hill before 1600, much light would be thrown upon this question.

But the death of Giordano Bruno in 1600 must also have attracted attention to the subject. He was known to many Englishmen through his visit of 1586, and since that time he had tirelessly advocated a Christianized form of the Lucretian infinite universe. His sentiments were reflected in a sentence I take from Kenelm Digby (1628): [One single tear of Christ had] 'power to have washed away the sins of infinite worlds.' For such views, the Roman inquisition imprisoned Bruno for several years and at last burned him at the stake in 1600.

(4) "By the 1630's, and particularly the 1640's, atomism had become a literary and intellectual fashion. It was in the 40's that we find Mrs. Lucy Huchinson translating all of Lucretius into English verse so that she could really see for herself (Puritan though she was) what it was that everyone was talking about. So too James Howell, whose letters reflected a conservative Aristotelianism from 1618 to 1647, became an atomist after 1647, used the word in prose and poetry, and wrote essays in its favor. But the evidence is widespread.

(5) "By 1640 or 1650, 'atom' had entered English common parlance, with very much the same significance it holds today, in non-scientific usage.

(6) "By this date, of course, the influence of Gassendi had become powerful in England, having been spread by the books of such disciples as Sir Kenelm Digby and Dr. Walter Charlton. It is amusing to observe how these defenders of a Christian atomism turned the tables upon their theological opponents. Epicurus, whose reputation for atheism and hedonism had once damned atomism for Christians, was now represented as a proto-saint whose insight, long before the day of divine revelation, had led him to a purer religion than that of many contemporary Christians. As for atomism itself, the deeply religious and orthodox Robert Boyle felt that atomism and the whole mechanical philosophy were not only not a threat to theology but actually the chief support of theology. It was only through such a mechanism that God could have worked his wonders in the universe.

(7) "By 1662, when Gresham College at last became the Royal Society, the atomic development had reached full maturity. As the contemporary verse said,

The new Collegiates all assure us
Aristotle's an ass to Epicurus. . . .

There were many dissenters, like Waller and the religious reactionaries, but the word and the conception were commonplace. One remarkable irony may be noted: in one ancient tradition the atomic theory which Lucretius had derived from Epicurus, and Epicurus from Democritus and Leucippus, was said to have been ultimately derived from a man named Moschus or Mosche. This, for Ralph Cudworth, solved the puzzle. Mosche was simply Moses. Atomic theory had been an original divine revelation to Moses, lost and corrupted through the ages but now recovered and restored for the strengthening of the faithful.

"Newton's final definition of the atom, in his last edition of the *Opticks*, was based upon two Scriptural quotations: 'In the beginning God created the heavens and the earth,' and 'What God hath joined together, let no man put asunder.' "

THE second conference on faculty personnel problems sponsored by the New England Board of Higher Education was held in Boston in February. We dealt primarily with the Preparation and Orientation of College Teachers. At a time when teacher shortage statistics to which I referred in the *Winter Issue* of the NEWS LETTER are alarming and many colleges are already experiencing sharp difficulty in securing teachers with the doctorate, especially in certain areas of scholarship, it was reassuring to note that this group of prominent educators reached the unequivocal conclusion that there must be no watering down of the quality of the PhD., that the PhD. must continue to represent the finest preparation for college teaching and that no valid support for radical changes in PhD. programs can be found in the teacher shortage crisis or in the fact that a majority of young men and women earning the degree go into teaching. Suggestions were made that a new degree for college teaching is worth a try, a program to include all and possibly more course work than the present PhD., a broader training not so research oriented, a Doctor of Humanities. There was the observation that a genuine attempt should be made to restore the M.A. degree for college teaching, that it has lost its prestige particularly in the Northeast where the better graduate schools devote practically their entire attention to the PhD. programs. Apparently the M.A. has not been so neglected in the middle and southern States and still enjoys greater prestige and quality in those areas.

There is the fear by many that PhD. programs do not train college teachers as they do train excellent research scholars. It was pointed out that Liberal Arts teachers are the strongest critics of courses in methodology but they themselves are frequently so lacking in philosophical and psychological sensibilities that they fall back on routine ineffective teaching (*Please turn to page* 43)

with our FACULTY

By Professor John G. Bowker, *Dean of the Faculty*

Among the more unusual summer projects undertaken by members of the faculty under the du Pont Awards program was that of Professor Richard L. Brown (English) last summer. He investigated the word "ATOM" and atomistic conceptions in English parlance and thought from 1550 to 1727. To quote from Professor Brown's report to the du Pont Committee:

"An important phase of the scientific revolution, though certainly not the most conspicuous one, was that revival of ancient atomic theory which rose in Italy in the fifteenth and sixteenth centuries, received a Christian adaptation in early seventeenth century France, and, at last, in England in the later seventeenth century, had a wide acceptance because of the authoritative approval of Robert Boyle and Sir Isaac Newton. This development of ancient atomic theory, and the Aristotelian and Christian reactions against it, have been given voluminous treatment by the historians of science. But, although literary reflections and illustrations of this development appear with fair frequency in the late sixteenth and seventeenth centuries, literary historians have either neglected the subject or dismissed it with misleading generalizations."

Professor Brown was able to examine many minor works and rare volumes in the history of science not available at the Middlebury library and to read in such scientific periodicals as Isis, Osiris, and the Annals of Science. His research is far from complete but does adequately support these generalizations and hypotheses:

(1) "Although there was some philosophical interest in atomism during the sixteenth century in England, this had no appreciable influence upon the language or literature. Except for the partial association of 'mote' with 'atom,' the frame of reference remained solidly Aristotelian, Ptolemaic, and Galenic; and, of course, Christian. The well-educated man who knew his Aristotle and Cicero would be acquainted with the Latin 'atomus' and perhaps with the English equivalents, 'atomie' and 'mote,' but these apparently were part of his passive vocabulary only. Of such well-educated readers, a few may have read the life of Epicurus in Diogenes Laertius. Even fewer would have read Lucretius, for England was very slow in importing Lucretius. Those readers who formed some conception of atomism from these sources would have been prejudiced against it by the remarks and by the authority of Aristotle and Cicero. An examination of some two thousand pages of Gascoigne, Peele, Breton, Sidney, Greville, etc., convinced me of the general truth of all this, and of course the concordances show no 'atom' in the works of Spenser and no clear reference to the atom in the sixteenth century plays of Shakespeare. The evidence is generally negative, and accordingly I made no attempt to extend my reading into the late fifteenth century. The citations of O.E.D. must be taken as typical.

(2) "All through the Renaissance and up into the eighteenth century there was intense, though decreasing, antagonism against all varieties of atomism, but particularly against Democritean atomism. This was on both Aristotelian and Christian grounds, and it frequently shows up interestingly in the literature. Sir Philip Sidney, in his *Arcadia*, apparently echoing Calvin delivered an attack against the indeterminacy of atomism which must have had thousands of readers. Sir John Davies in *Nosce Teipsum* and in *Orchestra* dismissed it as the product of sick minds. Burton repeated the gibes of Cicero and Montaigne. Waller, toward the end of the century, found an analogy between atomism and democracy, and was of course quick to repudiate both. Even the first translators of Lucretius into English,—Lucy Huchinson, Evelyn and Creech—expressed antipathy toward their author, but nevertheless they were attacked for their temerity in making Lucretius available in the vulgar tongue. When Creech died a suicide, after a frustrated love affair, it was said that Providence had intervened by giving him the same fate as Lucretius. This tradition of antagonism is shown even in the extreme circumspection with which Boyle and Newton handled the topic.

(3) "Despite this opposition, a surprising number of references to atomism, and uses of "atom," appear in the first third of the seventeenth century. Apart from the work of such philosophical or scientific writers as Bacon, Gilbert, and Harvey, the evidence appears in Donne, Drummond, Carew, Digby, Alexander and George Herbert, and perhaps in some of the later plays of Shakespeare. The fact must be appreciated that at this time the influence of Gassendi and the collateral influence of DesCartes had not begun to be felt. It is my conjecture that this early seventeenth century wave of interest in atomism may have been due to the work of Nicholas Hill, a little-known Englishman whose *Phi-*

Middlebury Is Young!

By Dr. Stephen A. Freeman

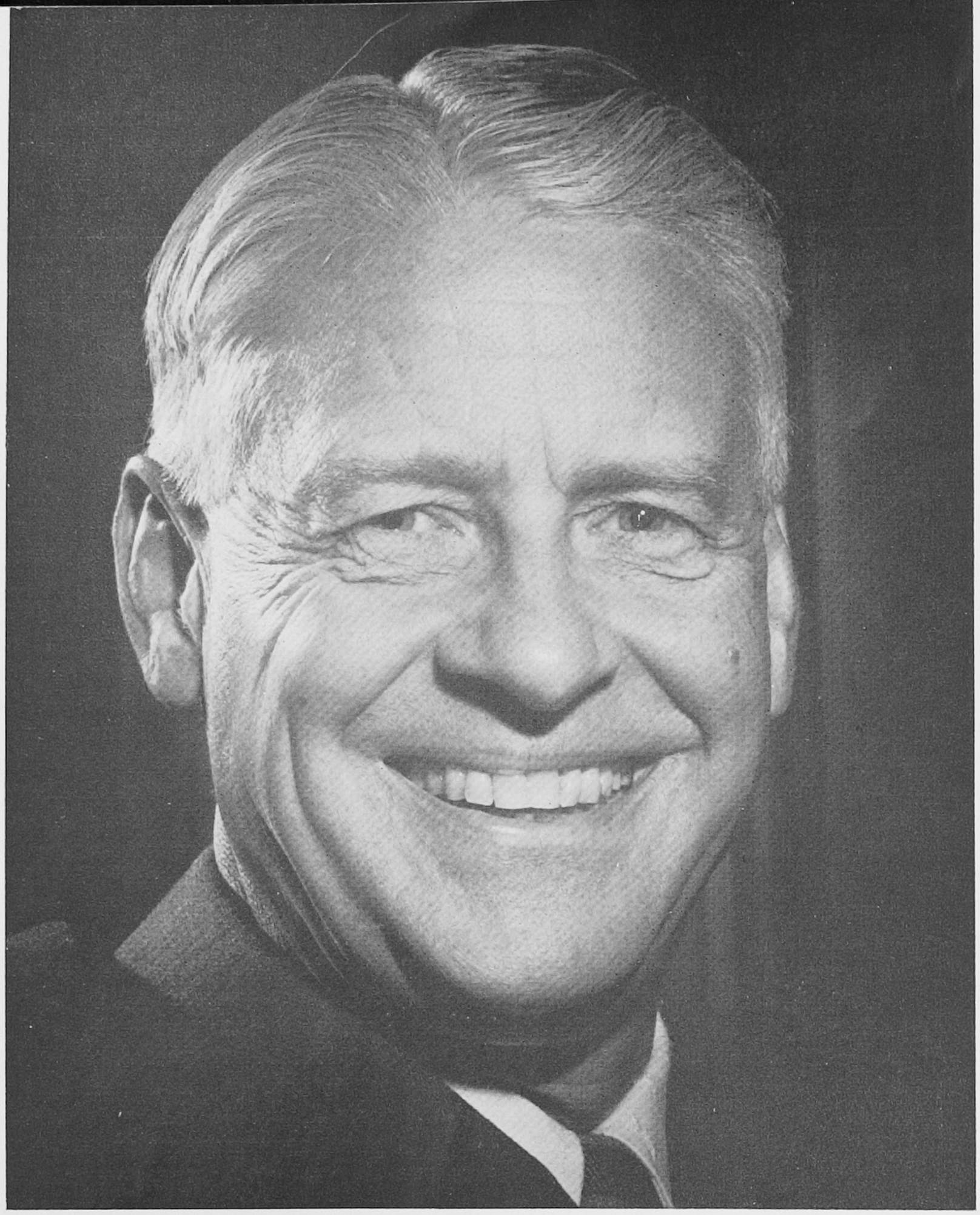
I know of no better way to celebrate my thirty-fifth year at Middlebury College than to stop a moment for a good look into the future. Thirty-five years give a man a pretty fair perspective. He has seen many changes, and knows that growth and change are the essence of human institutions. Yet he can also understand better the enduring spirit and character of an institution. In spite of 160 years of tradition, Middlebury College is a young college. Its spirit of youth is demonstrated by the fact that it is constantly growing, developing, questing, and adapting. This is perhaps best indicated by the youth of its faculty, for the faculty is the heart of a college. Middlebury's faculty is young. Fifty-three out of the 93 full-time members, or 57%, are forty years of age or less. Thirty-two out of the 93, or 34%, are thirty-five years of age or less. The average age of the entire Middlebury faculty is just under forty-two. These are the teachers who will be the Middlebury College of the future, who will carry on the work when we "seniors" have "graduated."

It is tempting to look back for a moment over the thirty-five years, and to recall the men who were the college in 1925. President Moody had been in charge only six years, and President Thomas was still a frequent visitor. Dean Eleanor Ross was actively building the Women's College up to its high reputation. The total college undergraduate enrollment was 586 (310 men and 276 women). Tuition was $200 for the year. The leaders of the faculty seemed to me like patriarchs whom I held in honor and respect. Professors Burrage, Robinson, and White in the Classics, Harrington in Philosophy, Cady in English, Cline in History, Bryant in Physics, Hathaway in Music, Swett in Geography, Skillings in German, Longwell in Biology, Howard and Adams in Education, Llewelyn Perkins in Mathematics, Voter in Chemistry, Coach Brown and "Cap" Wiley—these and others created the atmosphere and represented the traditions of the college when I came. They were all most generous and helpful to me; I was a youth among them. I held the title of Dean of the French School, but a visitor once inquired, when introduced, if I was "the son of Dean Freeman". Only one man in the present faculty is younger now than I was when I came. Now, only one member of the faculty, Professor Perley Perkins, has been here longer than I. Yet I feel quite unworthy to occupy the place of those men; and I certainly do not feel like a patriarch,

In the intervening years I have had the privilege of knowing other noble teachers and co-workers, and the sorrow of seeing them depart—Fife and Prentice in Economics, Barney in Biology, Dame in the Classics, Wilfred Davison and Owen in American Literature, Rose Martin and Centeno in Spanish, Heinrichs in Contemporary Civilization, and many others. I owe much to the cooperation and the encouragement of these men. We have watched the college grow healthily in enrollment, in physical equipment, and in richness of educational opportunity. It has been a pleasure to work in close cooperation and complete harmony with President Stratton for the past seventeen years.

Now, I look forward, with confidence in the future of the college. Under Doctor Stratton's skillful planning, the faculty and staff are filled with young men and women, competent, alert, and full of initiative. The turnover in college personnel has been considerable in recent years, but not unusually large; and a high proportion of the best new appointments have been held, we hope permanently.

The strength of any institution depends on its ability to grow, develop, and adapt to changing conditions. There is in Middlebury College, especially in the last few years, a noticeable atmosphere of initiative, a willingness to experiment with change and possible improvement. The new Teacher Training Program, the new Honors Program, and now most of all the proposal of a Four-Course Curriculum, are indications of this spirit. The older members of the faculty have been active on all these matters and share in the credit, but the stimulus of the younger men has been decisive. Professor Charles Grant has given wise and effective guidance to the Teacher Training Program. Professor Henry Prickitt is the Secretary of the Committee on (*Please turn to page* 43)



THIRD IN
A SERIES OF
PORTRAITS
OF . . . .

Middlebury's Long-Time Faculty

STEPHEN A. FREEMAN

STEPHEN ALBERT FREEMAN came to Middlebury College in 1925 as Professor of French and Dean of the French School. He had already completed his A.B., A.M., and Ph.D. degrees at Harvard, studied at the Universities of Lyon and Paris; served eighteen months as Lieut. (j.g.) in the Naval Aviation as submarine patrol pilot and flying instructor; and taught two years at Brown University. He has been in charge of the College during the absence of the President three times, in 1940–41, 1942–43, and 1952–53. He was appointed Vice President in 1943, and Director of the Language Schools in 1946.

Dr. Freeman was foreign language adviser to Ginn & Co. Publishers, 1936–42. In 1945–46, he was on leave as Chief of the Liberal Arts Section of the U. S. Army University in Biarritz, France. He is a retired Colonel in Military Intelligence, U. S. Army Reserve. In 1949 he founded the Middlebury College Graduate School of French in France, followed later by the Graduate Schools in Spain, Germany, and Italy. He has been President of the Am. Ass'n. of Teachers of French four years; and President of the Nat'l Federation of Modern Language Teachers Associations two years. Dr. Freeman is a member of the (*Please turn to page* 43)

of freshman year. For example, no longer are Music and Philosophy open to a freshman and he can, unless induced to do otherwise by his adviser, confine his courses to English and either the Social Sciences or the Natural Sciences, a much too limited experience. Since I believe that freshman and sophomore years should be exploratory, that untried areas should be investigated, I regret the elimination of Philosophy and Music for freshmen and suggest further that such subjects as Fine Arts and Economics be opened to them. By the same token I question the wisdom of having a student elect his major until he has had the opportunity to sample new fields, such as he has not explored during his pre-college career. Hence the end of sophomore year would seem to me a more logical time for him to decide on his future field of concentration. Granted his faculty adviser can exercise a levelling influence but "human nature being what it is" and in the light of our experience with the counselling system, I am skeptical of the advisability of placing so heavy a responsibility there.

An alternative plan to the four course program, which would accomplish some of the most desirable objectives included in that proposal and also allow wider sampling in the first two years, is a five-four program. In such a system independent study and the more intensive concentration in areas of major interest could come logically in the junior and senior years without restriction of the areas of study in the early years.

One of the frequent criticisms made by the academically advanced freshman is that the present program offers little challenge. Though I recognize that the new program is designed to meet that criticism by deeper concentration in elected courses I feel that an opportunity to venture into new fields and encouragement to do so would better meet the issue. To continue with the same routine subjects, however advanced the work in these courses may be, offers little of the excitement and stimulation that come with moving into untried territory.

It is an excellent thing to place greater responsibility on the student for educating himself, encouraging him "to depend less on teachers and conventional classwork and more on his own intellectual resources and initiative,"* but I fear that we are not being realistic. True, the college students today are more sophisticated, more mature in a worldly sense, than those of a generation ago but I see less evidence of real maturity of judgment or of a genuine sense of responsibility. The Middlebury student body covers a wide academic range and the curriculum must be planned in recognition of that fact. The four course plan with the unusual freedom permitted upperclassmen appears to me suitable for a select, highly intellec- (*Continued on page* 44)

*E. P. C. Report

ductory courses. The proposal of the Educational Policy Committee is a thorough and conscientious attempt to solve these two problems. It hopes to stimulate greater intellectual curiosity, to put more emphasis on independent study, and to discourage the scattering of effort which leads to superficiality.

The rationale of reducing a student's yearly program from five courses to four, or his whole college program from twenty courses to fifteen, plus a Major Reading Course and the General Examination, is to enable him, or force him, to divide his study time into fewer parcels. His plate of intellectual food at the cafeteria of knowledge will have four compartments instead of five. Since we assume that his appetite will remain reasonably constant, he will eat more of each viand. Some opponents of the plan fear that a student will spend one-fifth less time on his studies if one course is cut out—that it will be an opportunity for students to "goof off" or spend more time on extra-curricular activities. This does not seem likely in view of the high calibre of students now coming to Middlebury, provided the faculty does its share.

A student is at present expected to spend two hours of outside study per class hour, or 45 hours a week, including class meetings. Those 45 hours would be divided under the new plan among four courses, or nearly 12 hours per week for each course. A teacher would thus assign a lesson requiring practically *three* hours of outside study for each class meeting. On the other hand, some advocates of the plan assume too hastily that the decrease to four courses would automatically assure greater "depth" of intellectual achievement. Greater *quantity* would seem obvious, but the *depth* would depend largely on the syllabus of the course and the method of presentation. More time to learn more facts, even about fewer subjects, does not necessarily mean depth. Each department and each professor would have a valuable opportunity to reassess his objectives, his material and his method.

Another aspect of the plan provides a more satisfactory answer to the question of depth, that is, the greater proportion of individual study compared to class recitation. Students would spend normally three hours in outside preparation for each class, instead of two; and every student would have a Major Reading Course in his senior year. As the Committee correctly points out, the emphasis on passive listening in classroom would decrease; the focus could hopefully shift to individual active learning, and the library would be a truer center of the college.

The concept of more and better independent study is vital to our understanding of this plan, and also to its success. Greater responsibility (*Continued on page* 45)

Should We Have a Four Course Program?

EDITOR'S NOTE: After a summer's study of the curriculum of Middlebury College supported by a grant from the Fund for the Advancement of Education, the Educational Policy Committee recommended last fall to the Faculty a new design for the curriculum of the College. The central proposal of the Committee was that the normal program of study for each student in his first three years would be four courses and in his senior year would be three courses and a program of Major Reading. Major Reading is intended to foster the student's capacity for individual study. It would not be organized in course form, but its demands would be equivalent to those of a year-course, and it would include the preparation for the General Examination. (**The proposal was described in some length on page 6 of the Winter Issue of the* NEWS LETTER.) The academic aims and objectives behind the report have been vigorously discussed throughout the year by the Faculty. In order to inform Alumni of some of the educational issues being debated, the NEWS LETTER invited two of the senior members of the Faculty—Dr. Douglas S. Beers, Professor of English, and Dr. Stephen A. Freeman, Professor of French—to present their views on the four-course curriculum.

By DR. DOUGLAS S. BEERS

IN COMMENTING on aspects of the proposed four course program, within prescribed limits, I shall refer to those matters that have given me most concern, trying to be objective in approach and avoiding references to such issues as relate to the English Department. Since the Educational Policy Committee's program is still in the process of revision my comments pertain to the present stage of development and may be quite outmoded by later revisions of the program.

I have expressed my thought with sufficient clarity to my immediate colleagues so that it can seem only repetitious to them for me to say that I am not wholly in agreement with the basic philosophy underlying the four course program, though I admit at once that the recommendations of the E.P.C. contain numerous admirable points and that their incorporation into our curriculum is desirable.

SPECIFIC reference to the program as now outlined will show that the number of electives beginning with freshman year will be fewer than under the present five course system when we consider the two factors—the major requirements of a department and the limitation of courses per year to four. Fewer electives tend to place greater responsibility on the adviser and unless adviser and student are mindful of the meaning and value of the liberal arts philosophy this can lead to a prevocational or pregraduate program to me antithetical to the principle of a liberal arts education.

Furthermore, and of particular concern to me, is the restriction of the areas of study in the student's first year while retaining the requirement that he select his major at the end (*Continued on first column of next page*)

By DR. STEPHEN A. FREEMAN

FOR the Alumni of Middlebury College any plan which may change the character, the quality, or the significance of the A.B. degree which they hold, is of first-rate importance. It is even more important to them than to the present undergraduates, of whom only half, or perhaps even only one-fourth, will be directly affected in terms of course requirements. We welcome the opportunity therefore, of discussing this new proposal of the Educational Policy Committee in the NEWS LETTER, confident that the Alumni, like the Faculty, will endeavor to estimate objectively the possible results of the plan for the entire college, in all areas, and in the long run. This is particularly difficult for the faculty to do since we are responsible each for his own subject matter field; and we are so close to the detailed problems which the practical implementation will raise, if the plan is adopted.

THE basic purpose of this plan, as of all the plans which the Middlebury faculty study, is to provide a framework or a climate in which the students can better educate themselves, for all education is self-education. No organization or re-organization of curricula will guarantee this; the student must do it for himself. Many of us, however, have long been keenly conscious of two things: first, that the good Middlebury students were not getting or seizing enough opportunity for individual and independent study, were leaving college without having tasted the thrill of tackling a major intellectual problem all by themselves; and second, that the average or mediocre student was spreading himself too thin, was dabbling in too many little-related, uncoordinated, intro- (*Continued on second column of next page*)

* *In the Faculty Page (6) of the last issue of the* NEWS LETTER, *references made to the Humanities should be replaced by English. And in the statement of units for freshmen, Natural Science should be included.*

Professor Wissler discusses an e/m experiment with Physics majors Elizabeth Cilley, Jan Otto, Hubert Leven and Gail Smith.

A Look at Physics

By Dr. Benjamin F. Wissler, *Professor of Physics*

During the past decade, spurred on by the scientific strides made during World War II, all scientific fields have made great progress and are advancing rapidly. In all fields, whether Biology, Botany, Chemistry or Geology, the concepts and methods of physics are becoming more and more useful and necessary. This trend is producing a need for a broad unity in the basic scientific background which a science student must acquire. To the subject of Physics this means that it is needed and that it must serve more people than ever before. This trend also demands that the concepts and methods must be thoroughly presented and taught so they can be applied to any of the fields which need them. This form of progress is seen as heaping greater and broader demands upon the teaching of physics than ever existed before so it can serve any of the fields needing physics background.

To briefly outline a few of the interrelationships, let us first consider the subject of atomic radiation. This subject must be understood not only by physicists but also by botanists who use atomic radiations to study their influence on plant growth. They use tracer elements, detectable by the radiation emitted, to study in detail how plants distribute food elements within their structures.

Biologists and the Medical sciences use atomic radiation to study details of body functions and to help control malignant or undesirable growths in living tissues.

Geologists use atomic radiation and its by-products to help to determine the age of rocks and ultimately the age of the earth.

There is no question that a sound knowledge of such topics as pressure, surface tension, and fluids in motion, is of great importance in the development of artificial hearts or artificial kidneys for use in the field of medicine.

It would be possible to go on enumerating examples to show how the principles of physics are playing an important part in the fundamental knowledge being used by those people working in and developing almost any field of science. In general the broad concept of energy may be considered as one which is really common to all of the sciences.

This broader and more vital role, which physics is playing with all of the sciences, places a greater responsibility on a Physics department than ever existed before. It is absolutely essential that a good strong General Physics course be offered to enable a student in any of the sciences to get a satisfactory and working

BOOKS TO READ

Edited by **Margaret L. Fayer,** *Librarian*

The Editor is very happy to welcome as guest Editor for this issue Dr. Grace S. Davis, Curator of the Abernethy Library and Special Collections.

An Invitation to the Abernethy Library

THE keynote of the Abernethy Library of American Literature can be expressed most appropriately by two lines from a poem of Robert Frost's, "A Tuft of Flowers":

" *'Men work together,' I told him from the heart,*
'Whether they work together or apart.' "

There was Thoreau, who lived and moved and had his being in the environs of Concord, and out of the richness of his life as he lived it there, gave *Walden* to the world. *Walden*, in its poetical prose, its philosophical tone, and alive with the pulse-beat of Nature, has been translated into Czechoslovakian, Danish, Dutch (two translations), French (two translations), German (two translations), Greek, Japanese, Norwegian, Russian, and Swedish, and printed in braille. Copies of all of the above-named translations are found in the Abernethy Library, together with copies of fifty-five different editions in English and some ninety volumes devoted to Thoreau as subject. Among these latter are two by Middlebury's own Professor Reginald L. Cook, *Passage to Walden*, a longer work, and *The Concord Saunterer*, a condensed quintessence of Walden and of Thoreau's philosophy.

THERE were some three thousand American authors, many of them so well-known as to be household words, others of lesser fame, who have contributed to the world's wealth of literature, each in his turn, from the colonial times up to the present time.

There was Dr. Julian Willis Abernethy, former Middlebury Professor, later a trustee of the College, himself an author whose library, willed to Middlebury College, contained works of these three thousand authors and was unusual for the large amount of Thoreau material it contained and its emphasis upon the Concord group of authors. Over three-fourths of the volumes were first editions, some of them high spots in American literature, others showing a wide range of inclusiveness in the choice of minor writers—important to the researcher.

THERE was Mr. Frank Abernethy, successful business man, younger brother of Dr. Julian Abernethy. In 1928 he furnished a special wing of the Egbert Starr Library to house the great collection of nearly ten thousand books and manuscripts which his brother had gathered during a lifetime of devotion to literature. Mr. Frank Abernethy also made provision for an endowment whereby the original library can be supplemented year by year. Housed now in a beautifully remodelled upstairs wing of the Library, the collection is available and an invaluable assistance and inspiration to those whose love of American letters leads them beyond the beaten path.

"Keep the books working," Mr. Frank Abernethy once said to Professor Cook. Commenting on Mr. Abernethy's remark, Prof. Cook states in the Introduction to his *The Concord Saunterer*, "What a challenge this is, And how shall it be met? In the hearts and minds of those who choose to search for the origin of the voices and words. —Inevitably the searcher will turn to this library, for here are the books in which he will find the 'breath and finer spirit' of his nation's culture. Here in the Abernethy Wing are those indigenous writers—Thoreau, Emerson, Hawthorne, Melville, Whitman, Twain, Emily Dickinson, Willa Cather, Sinclair Lewis, Dreiser, among the many others—who like sessile leaves, are attached directly by the base to the root-stock of American tradition."

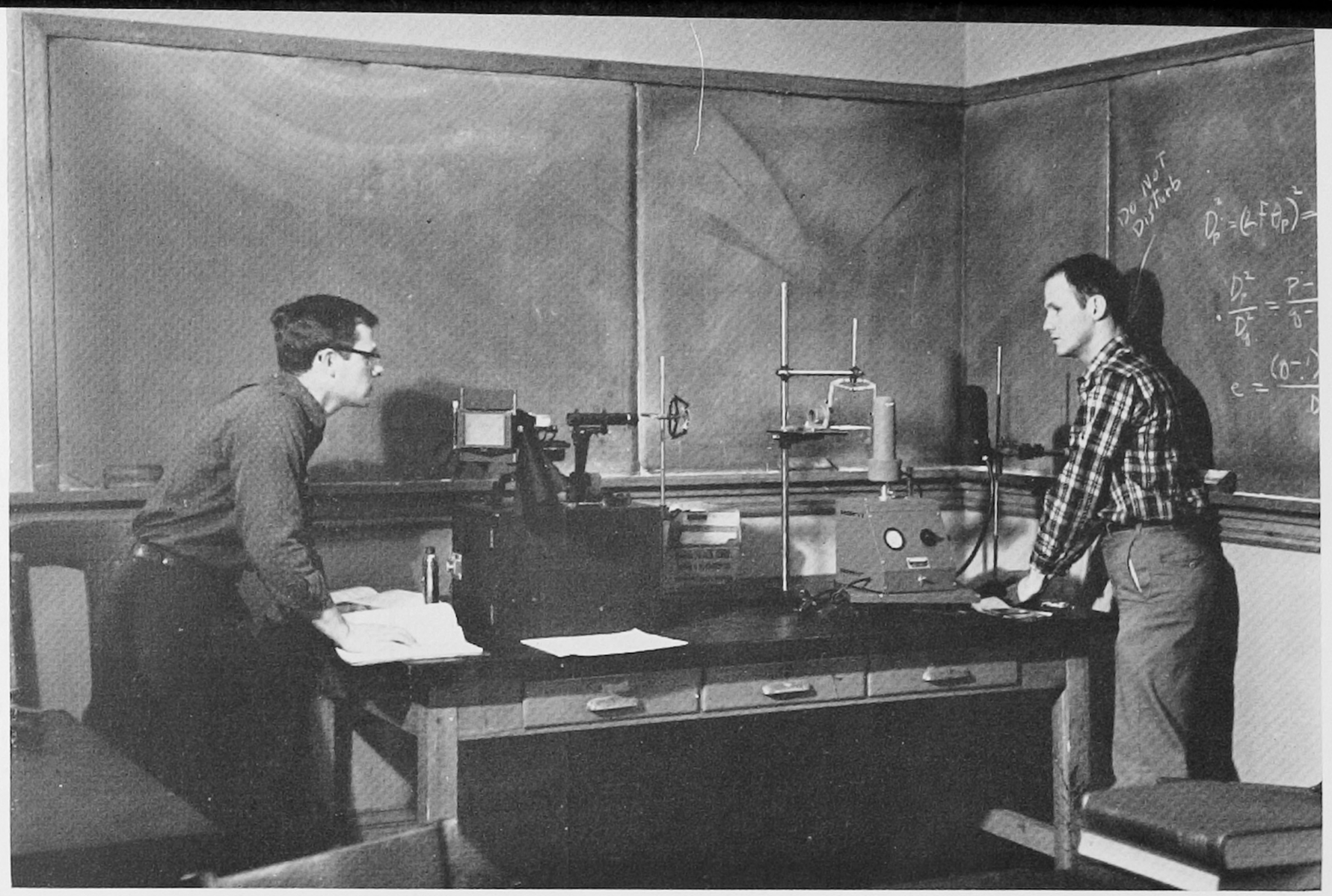
AS A YEARLY EVENT a specially invited speaker comes, sponsored by the Abernethy program, to bring an enlivening view of his own specified field of writing. These speakers have included over the past twenty years such great names in American letters as Christopher Morley, Archibald MacLeish, Stephen Vincent Benet, Howard Mumford Jones, Mark Van Doren, Carl Van Doren, Van Wyck Brooks, Dorothy Canfield Fisher, Perry Miller, and Robert Frost.

FOR, of course, there is Robert Frost, who needs no introduction to Middlebury College, and who has a passionate belief in poetry as a way of saying the thoughts of the heart. In recreating a New England winter or the wonder of a tree, he enriches the experience of all who read or hear him "say" his poetry. At eighty-five this former "swinger of birches" continues to write of winter orchards and blue-butterfly days in the country north of Boston, making what is personal to him personal to everyone. His latest collection of poems is in a book titled *You Come Too*. "You Come Too"—this expresses, as well, a general invitation to come to the Abernethy Library, a unique place where it is especially true that " 'Men work together,' " as Robert Frost "told him from the heart 'Whether they work together or apart.' " And if we may quote again from Professor Cook's *The Concord Saunterer*, "There is the haymaker who works conjunctively with the mower, the business man with the teacher, the scientist with the poet, the workers of the past with the workers of the present, Emerson with Frost, the nucleus of Dr. Julian Abernethy's books with the fresh accessions of priceless volumes—always a continuity, relationship, partnership."

In the Abernethy Library, as in many another of the endowments of our nation's culture, each may come upon the "tuft of flowers" that has been left by a previous worker, as Robert Frost put it:

"Nor yet to draw one thought of ours to him,
But from sheer morning gladness at the brim."

THE "tuft of flowers" upon which either the casual or the intent searcher may chance to come could be any one of a dozen things—a particular rare volume, a new idea, the rediscovery of an old one, the answer to a definite research problem, or the discovery of one of the many rare manuscripts in the collection which includes personal, hand-written letters of Longfellow, Whittier, Holmes, Lindsay, Thoreau, Emerson, Margaret Fuller, Marguerite Wilkinson, Whitman and quite a number of other authors. The latest addition (this month) to the Abernethy Collection is a four-page original manuscript by Henry David Thoreau, entitled "Grapes." It is written on rough notebook paper—and never recopied as he intended. Incidentally, this is one of the only two (*Please turn to page* 45)

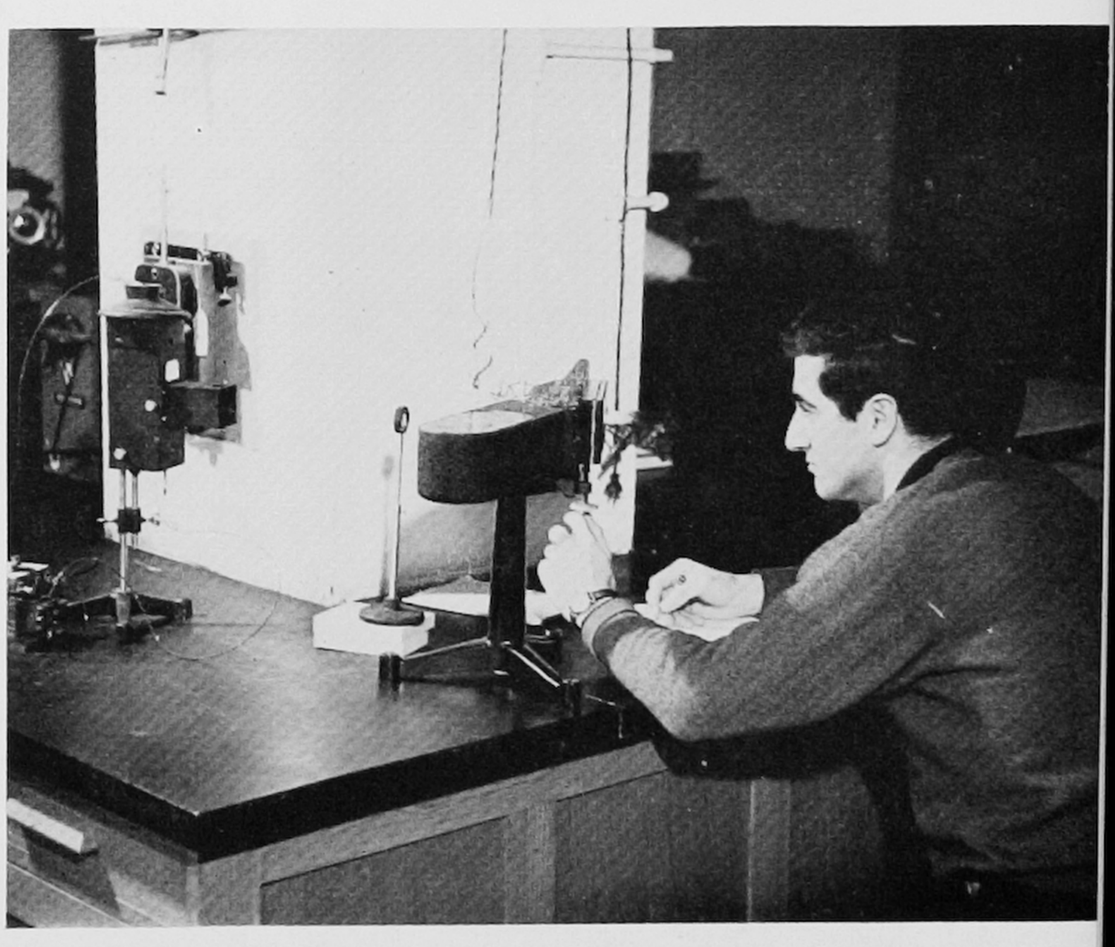


Berton Willard and David Coleman adjust a spectrometer and Fabry-Perot etalon to photograph a spectrum to show its fine structure.

rapid. The department has also benefited from a National Science Foundation research grant to Dr. Chih. It was given to carry on a research project using nuclear emulsions. Here too, valuable equipment and student experience was made available to the department.

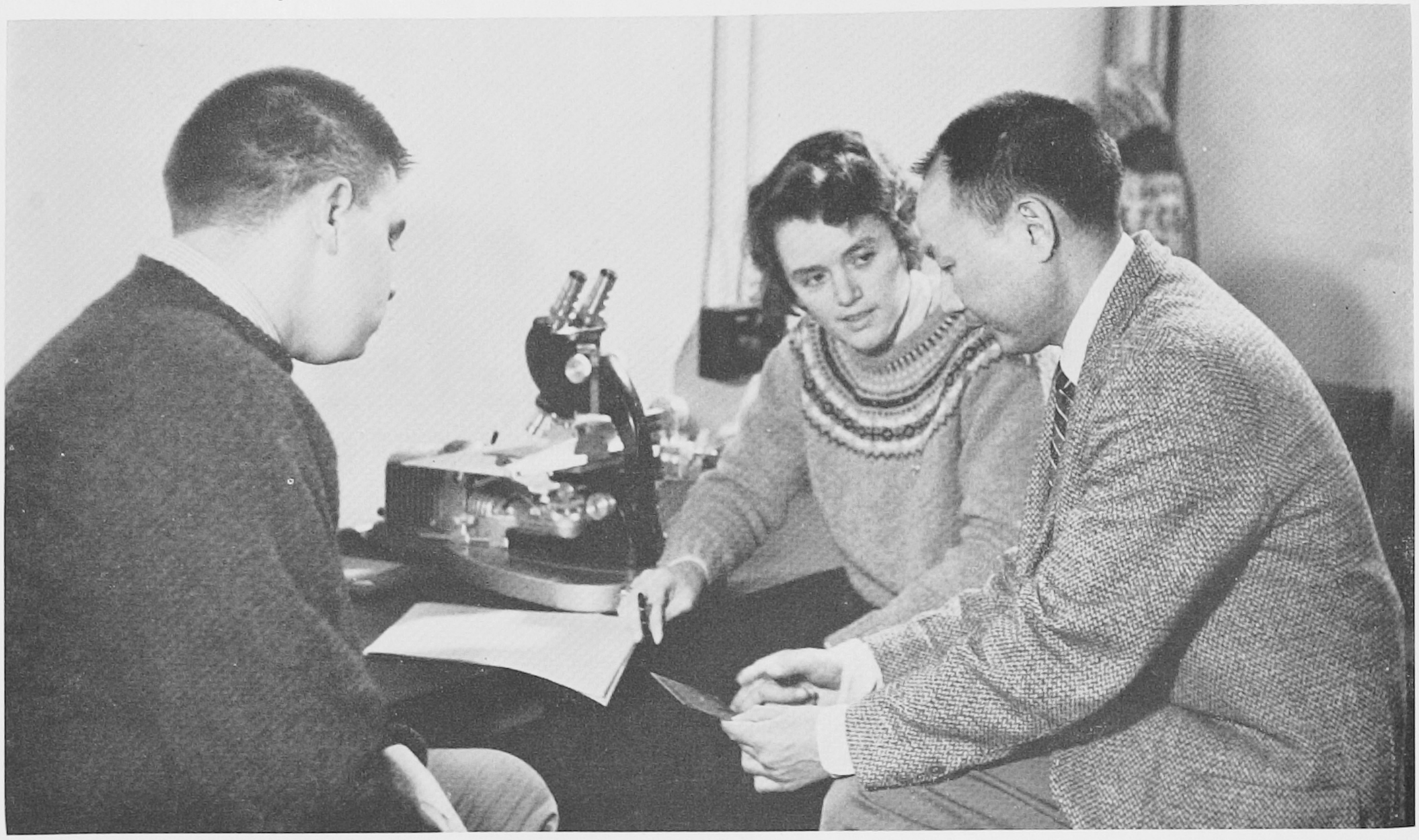
The pictures which accompany this article show primarily new or recent apparatus acquisitions. When the photographer arrived in the department to take these photographs, a meeting of the present Physics majors was being held. They dutifully served as subjects to be photographed and we hope they benefited by discussing the equipment and the general de- (*Please turn to page* 45)

Elizabeth Cilley and Gail Smith check out a new Geiger Counter by checking the absorption of radiation by various materials.



Hubert Leven photographing the Balmer lines of Hydrogen with a quartz spectrograph.

A Look at Physics . . .



Dr. Chih gives Jan Otto and Elizabeth Cilley directions about the measurements to be taken on a nuclear emulsion plate.

foundation on which to build. This, as it always has been, is one of the major objectives of the Middlebury Physics department. For students desiring more physics than the beginning General Physics, the Department offers intermediate courses in Statics, Dynamics, Electricity and Magnetism, Optics, Modern Physics, and Astronomy. The rapid developments in recent years have necessitated the acquisition of new equipment and a change in the content of courses to keep them up to date. During the past three years a tremendous amount of assistance has been made available in the form of a General Electric Company grant to the department for the advancement of physics teaching at Middlebury. A large portion of this grant has been used to purchase equipment and apparatus, especially in the area of Modern Physics, where advances and changes are most

Hubert Leven, and Jan Otto measure a spectrum plate using a comparator.

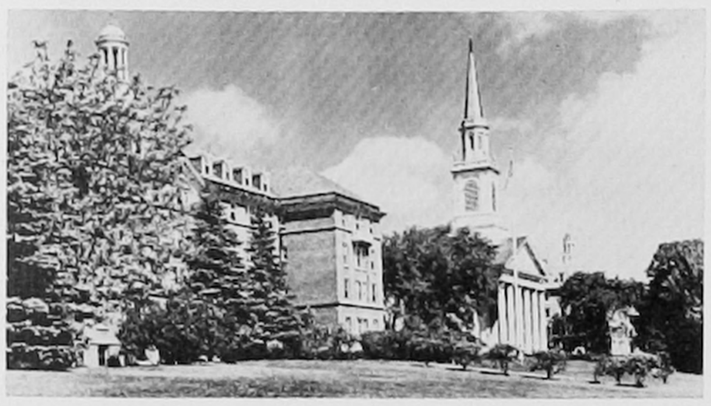
Gail Smith and Elizabeth Cilley employ a type K Potentiometer to calibrate an ammeter.

Co., Kirk Investment Co., and Kirk Rubber and Plastics Co.

Robin D. Willits, '45, born Philadelphia, Pa.; prepared for college at Westtown School, Westtown, Pa. B.S. M.I.T., '48. A.B. Middlebury, '49. Industrial Engineer, Eastman Kodak Co., Rochester, N. Y., 1948–1953; Operations Manager, General Control Co., Boston, Mass., 1953–58; Manager, Airborne Manufacturing Systems and Procedures Dept., Raytheon Co., Waltham, Mass., 1958—. Class Fund Chairman.

Henry W. Caswell, Jr., '49, born Middlebury, Vt.; prepared for college at Middlebury High School. A.B. Middlebury, 1949. Teacher-Coach, Montpelier High School, Montpelier, Vt., 1950–53; Group Annuity Specialist, John Hancock Insurance Co., Cleveland, Ohio, 1953–57; Salesman, Northern Oil Company, Burlington, Vt. 1957–59; Sales Manager, Northern Fuels, Inc., Burlington, Vt., 1959—. Class Fund Chairman.

William E. Dorn, '32, born Johnstown, N. Y.; prepared for college at Johnstown High School. B.S., Middlebury,, 1932. M.S., 1933. Vermont Tax Department, 1933–35. Headmaster of Groton Academy, Groton, Vt., 1935–36. Social Security Administration 1936—. District Manager in Montpelier and Burlington since 1947. Class Fund Chairman.



David T. Stebbins, '47, born Springfield, Mass.; prepared for college at Vermont Academy, Saxtons River, Vt. A.B., Middlebury, 1947. M.B.A., Cornell Graduate School of Business and Public Administration, 1949. Bookkeeping Machine Sales, Remington Rand, Hartford, Conn., 1949–51; Tabulating Machine Sales, 1951–54. Senior Representative for UNIVAC and Tabulating Machine Sales, Springfield, Mass., 1954—. Member of National Association of Accountants and National Machine Accountants.

Harold I. Wyman, '40, born Ayer's Cliff, Que., Canada; prepared for college at Mount Hermon School, Mount Herman, Mass. A.B., Middlebury, 1940. Teacher, Coach, Assistant Athletic Director at Mount Hermon School, 1940–1945. Director of Work, Assistant Athletic Director and Coach 1945–56. Director of Personnel for the Northfield Schools, Director of Work, and Coach, 1956—. Past President of Preparatory Schools Lacrosse Coaches Association, New England Lacross Officials Association, and Southern New England Coaches Association.

Marilyn R. Bruhn, '47, born Birmingham, Alabama; prepared for college Westfield High School, Westfield, N. J., A.B., Middlebury, 1947. Katharine Gibbs Secretarial School, N.Y., 1947–48. Secretary, Choate, Hall & Stewart, Boston, 1948–50; Secretary to Director, Boston Public Library, 1950-52; Secretary to President, Tracerlab, Inc. Boston, 1952–54; Administrative Assistant to the President, Associated Universities, Inc., N. Y., 1954—. Former member of Boston Alumnae Association. Manhattan Middlebury Alumnae Assoc.: Corresponding Secretary 1955–57, Treasurer 1957–59, Vice President 1959–61. Address: 150 East 93rd St., New York, N. Y.

Margaret Raymond Shuttleworth, '29, born Hungary; prepared for college Easton High School, Easton, Pa., B.S. Middlebury, 1929, married James G. Shuttleworth 1930, class secretary 1934-1959, Alumni Fund Chairman 1954–55, National Alumnae Chairman for the Alumni Fund 1955–57, worked in the activation of Alumnae clubs in New Jersey and Minnesota, resided in Penna., N. J., N. Y., Michigan, Illinois and now in Minnesota. Address: 4608 Mounthall Terrace, Forest Hills, Hopkins, Minnesota.

Ellen Taussig, '49, born New York City; prepared for college Tuckahoe High School, Tuckahoe, N.Y., A.B. Middlebury, 1949, formerly associated with Mcfadden Publications, Inc., N.Y. C., as Production Editor on *True Story* Associate Editor on *TV-Radio Mirror*, and Managing Editor on *Photoplay*. Currently, company editor and assistant advertising manager for California Water & Telephone Co., officer of a Northern California group of industrial editors and active in local advertising club, class secretary for five years. Address: 1338 Leavenworth St., San Francisco, California.

Frances Foley Kelly, '29, born Fair Haven, Vt.; prepared for college Fair Haven High School, A.B. Middlebury, 1929, married Dr. Edward J. Kelly 1938, French teacher, Flemington High School, Flemington, N. J., 1929–34, graduate study Rutgers University, 1930–32, Sorbonne, Paris, 1934, teacher Granville High School, Granville, N. Y., 1934–42, newspaper editor (summers) Poultney, Vt., 1934–42, teacher, Remedial English, Green Mountain Junior College, 1942–43, merchandizing, Boston, Mass., 1943–46, teacher, Mary Burnham School, Northampton, Mass., 1943–46. Address: 100 Main St., Northampton, Mass.

VOTE NOW!

MIDDLEBURY COLLEGE

1960

Alumni, Alumnae Candidates

Ballots will be mailed to all Alumni-ae and must be returned by June 1, 1960

NO UNSIGNED BALLOTS WILL BE COUNTED

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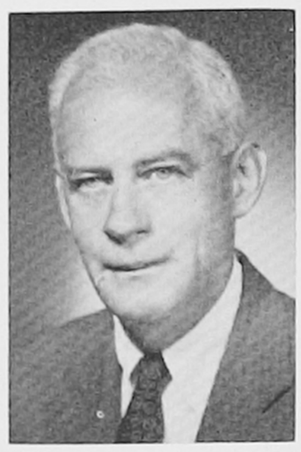
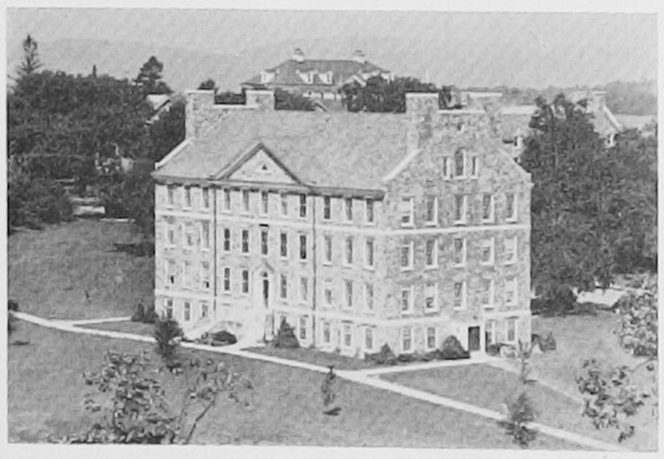
Foster R. Clement, '27, born Burlington, Vt.; prepared for college at Montpelier Seminary, Montpelier, Vt. A.B., Middlebury, 1927. Graduate Study at New York University. With Chase National Bank, 1927—. Vice President 1958—. War Production Board, 1941–42. Major, U. S. Army Engineer Corps, 1942–45. Class Fund Chairman.



Adrian C. Leiby, '25, born Bergenfield, N. J.; prepared for college at Hackensack High School. Graduate Study at Columbia University Law School 1926–29. LL.B., 1929. Member of various law firms. Partner LeBoeuf, Lamb & Leiby, New York City, 1952—. Secretary and Director, Hackensack Water Company, Weehawken, N. J., 1947—.

Robert J. Adsit, Jr., '43, born Burlington, Vt.; prepared for College at Burlington High School, Burlington, Vt., and Kimball Union Academy, Meriden, N. H. A.B. Middlebury, 1943. President of Vermont Paper Company, Inc. Burlington, Vt., 1950—. Director, Ventura Corporation, Burlington, and of Capsules, Inc., Burlington. Member of Burlington Junior Chamber of Commerce and Past Director of Burlington Chamber of Commerce. Member of City Republican Committee. President of Vermont Alumni District.



Anthony G. L. Brackett, '33, born Westbrook, Maine; prepared for college at Westbrook, Maine, High School. B.S. Middlebury, 1933. Graduate Study at Harvard University. Ed.M. 1942; Ed.D. 1955. Principal of Westford, Mass., Academy, 1942; Brunswick, Maine, High School, 1945–47; Superintendent of Schools, Westbrook, Maine, 1947–56; Weston, Mass., 1956—. Head of Education Division, United Fund; member of local, state and national education organizations. Joint authorship: "Handwriting Today"; "Relating Teacher Salary to Competence"; "Guide to Purchase of School Building Equipment". President of Boston Alumni District; Class Fund Chairman.

H. Robert Van Gaasbeck, '41, born Chemung, N. Y.; prepared for college at Waverly High School Waverly, N. Y. A.B. Middlebury, 1941. Graduate Study at Babson Institute, 1941–42; Harvard Graduate School of Business Administration, 1946–47, M.B.A. 1947. Connecticut Bank & Trust Co., Hartford, Connecticut, 1948–51; Springfield-Monarch 1951—. Assistant Treasurer, Springfield Fire and Marine Insurance Co., Springfield, Mass., 1947–59; Investment Secretary, 1959—. Instructor, Hillyer College, Hartford, Conn., 1948–52; Western New England College, Springfield, Mass.; 1952—. President of Springfield Alumni District. Class Secretary.

John M. Kirk, '39, born New York City; prepared for college at Nutley High School, Nutley, N. J. A.B., Middlebury, 1939. Graduate Study at M.I.T. Zurback Steel Company, 1939–41. E. H. Paterson Company, 1941–46. Partner, Rolled Steel Products Company, New York City, 1946–1949; John M. Kirk Co., 1949—. President and Treasurer, John M. Kirk Co., Inc., Kirk Sales

Room in the style of Louis XVI from the Hotel Crillon in Paris has been placed in Le Château. It is the gift of an anonymous donor.

swags which in turn also decorate the panels over the window heads. Cornice, chair-rail and panel mouldings are leafed in old gold and the base is in marbleized gray-green. The doors are in the color of burnt toast and richly decorated with classic motifs again in gray-green. The effect is very charming and handsome, the rich treatment restrained by characteristic rectangular panels.

The painting of the panels is perhaps more Italianate in character than French. The exuberance of the panels of Boucher have given way to a gaiety perhaps less personal but just as lovely. This led Mr. Courtais to suggest that the room may have been executed by artists from Italy. Certainly I have seen work of this character in Rome's Villa Borghese, in a Farnese villa at Albisola and I have a memory of a room in the Philadelphia Museum that is in this spirit. The character of it is not as dully archaeological as the period that followed when Louis David ruled all. This problem has most recently been at least partially laid to rest by the information that the entire decoration of the hotel was entrusted to the young architect, Pierre Adrien Paris, who had been in Italy about 1775.

Our room then is relatively of that great period of archaeological interest stimulated by the discoveries in Herculaneum, Pompeii, and Paestum, between 1719 and 1750, the publication of Stuart and Revett's *Antiquities of Athens* in 1764, and a remarkable succession of archaeological expeditions and publications in the last half of that century. This taste was that of the last of the growing bourgeoisie who were to overthrow the monarchy and it had its counterpart here in the later carvings of McIntyre and the architects of the Roman Revival.

I have taken the liberty of assuming that the room looked out upon the Place de la Concorde where stood the guillotine, an invention to be tested on its inventor and on which, ironically, Louis XVI, who smiled benignly on the efforts of the American Revolutionists, went to his death. This contraption was built not far from where the obelisque now thrusts its needle against the silver skies of Paris.

The place was originally known as the Place XV, as it was created to honor that king, the square and the colonnade to the north were designed by Ange Jacques Gabriel, first architect of the king and son of another great architect, Jacques Jules Gabriel. The son was an architect born to the purple as Saarinen was in our time. The lots on the back of the facade on the north side were sold to private individuals, that on the corner of the Place and the Rue Boissy-d'Anglas becoming the property of Louis Tronard. Here he erected a hotel in 1775 and rented it to Louis-Marie Augustin, Duc d'Aumont, first gentleman of (*Please turn to page* 45)

In, Out, and About a Room

By Arthur K. D. Healy, *Professor of Fine Arts*

Citizen Penuri, lawyer, secret Girondiste and a member of the Committee of Public Safety, in the dusk of a wintry evening of December, 1793, stood by a boule table, the surface of which was marred by wine stains, and looked out through the windows of a small room in the Hotel Crillon. Tall, dark, severe, roughly dressed in riding boots, his worn jacket relieved by the tri-colored badge of the Revolution, he pushed aside the damask white drapes embroidered in gold with the lilies of the Bourbons, and looked out through the grimed windows on a tableau that merited few repeat performances. The Puritanism of the Revolution was to cause it to reach back into the love life of Louis XV. Madame du Barry, jostled in the rough cart on the long trip from the Conciergerie to the Place de la Concorde, jeered at, and hysterical in her terror, was to be helped up the steps of the scaffold and follow her enemy, Marie Antoinette, in death under the knife of the guillotine. A descending flash against the night sky, and with a great roar from the Jacobins, it was over.

Citizen Penuri turned back into the lovely room and stared down at an Aubusson rug, its pattern obscured by the track of muddy boots.

"La Liberté? Oui, L'Egalité? Oui, La Fraternité? Peut-être", he mused.

It was this habit of reflection that was to cause this man of the people to follow in the courtesan's footsteps.

This giddy approach to history on my part is sure to be frowned upon by my colleagues in the English Department and very rightfully so. It is my plea that the eminent American biographer, Catherine Drinker Bowen, has defended this approach against criticism of it by the academicians, stating in effect that she strives to put passion in where they have taken it out. It may serve, however, to introduce an accession to the Middlebury campus where one can stand in the same window and gaze out on a lawn dappled with students in the springtime, sunning themselves to the color of Moors and ruining their eyesights in the process, while trying to catch up on required reading.

Middlebury's Le Château which during the summer serves as headquarters of our distinguished French School and in the winter as the *locus vivendi* of the French Department and its students, was designed in the twenties by my friend, Mr. Lange Mills. The donor, Miss Emily Telfer Proctor, encouraged Mr. Mills to use as a prototype the Henry IV Pavilion of the Chateau of Fontainebleau. Since then the College has accepted gifts from individuals in the form of paintings and furniture which have done much to give its interior a proper historical relationship to the decorative styles of the French Renaissance. A notable gift during the forties was a collection of contemporary portraits by the school of Pierre Mignard, first painter of the king, Louis XIV. These were a gift of the late Mr. James Hazen Hyde, philanthropist, great friend of France and sportsman.

Recently through the generosity of an anonymous donor, the College offers to all an example of a perfect room in the style of Louis XVI from the Hotel Crillon in Paris. The architect commissioned to redesign the room was Mr. R. Barfort King and the restorer was Mr. Henry G. Courtais. The artisans were Parisians and their volubility could only be measured in cascades.

The room, which in a practical way will serve for seminars or conferences, is about 14 x 20 feet in its dimensions and possibly was a quite smaller but not taller room. It is the opinion of the restorer, Mr. Courtais, that panels were added when the room was moved to this country at the turn of the century and a few more have been added in its recent installation to make the room a convenient size. This importation of rooms from Europe was popular during the 19th century and the rooms were frequently diminished or added to in order to make them usable. The two smaller walls feature mirrors; the one on the west end surmounts a fireplace of the same period in marble, its carving is restrained and crisp with the slightly rounded returns that recall, incidentally, the heritage of the interior designs of the earlier style of Louis XV.

The main wall decoration is divided in the usual manner into cornice, wall and dado with chair-rail. Molding and member projections are very slight over the doors and windows, the corona and frieze are omitted, and the architraves are decorated or carved in a strigillated motif. The major panels are decorated with "arabesques" of Pompeii *en grisaille* on the old ivory coloring of the room and are framed with a moulding spatially decorated with acanthus leaves in old gold. These are flanked by smaller panels in a Bacchaen grape and vine pattern in olive green that almost takes on the contours of a ladder and are framed by moulding in a guilloché motif. Below the simple chair-rail and beneath the panels are motifs of Pompeii; wine bottles, cornucopia, patterae, vases with floral

The Middlebury College skiers who have won their second consecutive Eastern Intercollegiate Ski Association championship, pose with their display of trophies, emblematic of their two-year domination of the Eastern collegiate ski scene. The Panthers voted against competing in the National Collegiate Athletic Association Ski Championships at Bozeman, Montana (March 24–26) in favor of remaining at Middlebury for their academic work. The trip to the NCAA event would have taken almost two weeks away from classes, and the skiers felt that this was too long an absence from the campus.

Left to right, are: (first row) Norton Webber, '62; John Sinclair, '62; John Bower, '63; Spencer Jackson, '62; (second row) John Clough, '63; Lowrie Gibb, '61; Coach Robert "Bobo" Sheehan, '44; Stephen Adams, '63; Joseph Bujold, '60; (rear row) David Hanscom, '63; David Baremborg, '60, manager; Alan Lamson, '60, captain; and, Leonard Kaufman, '61.

and the adding machines overtime and perhaps wished for an electronic brain to solve their problem in this tight meet.

The figures were checked and examined and added again and again. Three times the whole thing was computed as the officials sought the final figure. And, when they were all through, it was Middlebury with 581.5 to Dartmouth's 581.3.

Capt. Lamson took over the role of standout performer as the slim senior won skimeister honors as the meet's top four-event skier. Middlebury didn't quite have the command in all events here that had marked their previous meets.

An outstanding job in the slalom by Webber (1st), Lamson (2nd) and Kaufman (4th) gave Middlebury the team title in that event to go with their second place finish in the downhill for the Alpine combined title.

These were the only two team titles the Panthers could take in the Easterns, but solid team efforts in all the other events kept them within shooting range of Dartmouth so that they had sufficient points when the scorers took over the complicated mathematical work which is a product of all four-event ski meets.

The figuring and the checking had the Middlebury coach and team waiting anxiously on the sidelines, but when it was all computed the final figures confirmed what many had come to believe anyway, the Panthers are the East's best collegiate ski team!

SPORTS

Panthers Dominate Eastern Ski Scene

By Joseph L. Presbrey

THE photographer readied his camera, then called for "some happy victory smiles" as he posed the Middlebury College ski team for another picture.

The occasion was the successful defense of their Eastern crown by the Middlebury skiers who have continued to dominate the collegiate scene for the past two years.

Middlebury's ski success has been a rather familiar story now for some 14 years under Coach Bobo Sheehan. However, not in recent years have the Panthers so dominated the collegiate circuit as they have for the past two seasons. During that time they have compiled a record of five straight wins in four-event college team competition, two seasons of effort which has placed them at the pinnacle as the East's best college squad.

THIS success has not been achieved without long and arduous hours on the practice slopes of the College's Snow Bowl, nor has it always been easy to come by. The Panthers have enjoyed lop-sided margins at some meets and have had to "sweat-it-out" while the figures were checked and rechecked in a close contest. They have seen substantial first-day leads reduced to a fraction of a point as mistakes in judgement would appear to have almost wiped out any chance for a win.

But, no matter the situation, the Panther skiers have had the ability, the desire, the spirit and the coaching to rise to the occasion and leave with another title to add to their list of honors and awards.

A year ago the Panthers started on their way to Eastern supremacy with wins at the Dartmouth and Williams Winter Carnivals, then followed victories at their own Carnival and the Eastern Intercollegiate Ski Association championships.

Freshmen backboned the wins at Dartmouth, Middlebury's first break-through there in 11 years, and the next week at Williams. However, the first-year skiers were not eligible for the EISA meet, and many saw dim hope for the Panthers. But, previously unnoticed upperclassmen rose to unexpected heights to gain the 1959 title for Middlebury.

Much the same situation prevailed this year. Coach Sheehan began the campaign without the services of two of his more impressive freshman skiers of a season ago, Gordie Eaton and D'Arcy Marsh, both having left college for Olympic tryouts. Eaton was later named to the U.S. Alpine team while illness kept Marsh from being named to the Canadian team.

However, Bobo had another crop of promising freshmen to bolster a good nucleus of experienced and "race-wise" upperclassmen, and they repeated their win at Dartmouth and then literally skied away from the Big Green two weeks later at their own Carnival when they won by more than 40 points.

Again, freshmen had provided the Panthers with a strong boost in the persons of Alpine performer John Clough, former Nordic junior champion John Bower, and Dave Hanscom, among others.

Bower showed his great future promise when he captured skimeister honors as the top four-event skier at both the Dartmouth and Middlebury Carnivals.

AGAIN though, when it came time for the EISA championships Middlebury was without the services of several team members who had been instrumental in the previous two big wins.

It was the same old story! "Without those freshman skiers, Middlebury won't have a chance," decried the so-called "experts." But, once again, these criers-of-doom had failed to reckon with the determination and ability of the upperclassmen.

Behind by five points at the end of the first day in the Eastern championships, the Panthers pulled themselves up by their ski boot straps to turn in an outstanding effort in the slalom and Alpine combined to retain their Eastern crown by the narrowest of margins, 0.22 of a point, over arch-rival Dartmouth.

This completed the cycle of two years of undefeated team competition in Eastern collegiate circles and left little doubt in anyone's mind as to the ability of the Middlebury team and its coach.

Dartmouth Carnival

Capt. Al Lamson, '60, and Norton "Icky" Webber, '62, joined with Bower to provide a major portion of the "punch" as Middlebury rolled up a 10-point victory margin over host Dartmouth at the Big Green's Golden Anniversary Carnival.

The Panthers fell down in only one event, the cross country, which was unusual since this is generally one of their better events. Coach Sheehan's skiers chalked up team triumphs in all but one of the six events of the meet as they took first honors in the slalom, downhill, jump, Alpine combined and Nordic combined.

Middlebury showed strong potential for the future in the jump where Bower and classmate Hanscom placed one-two.

The next day, Sunday afternoon, few people moved around the Middlebury campus as everyone sought out a TV set to see the record of the Middlebury triumph via video tape as the Dartmouth Carnival was televised nationally.

From the many telegrams and letters that Coach Sheehan and the team received, it was apparent that Middlebury Alumni and friends all over the country were in much the same place that Sunday afternoon.

For Middlebury fans, it was ironical that the only event in the ski meet not seen on TV screens was the cross country, the single event that the Panthers didn't win!

Following the Dartmouth meet, Middlebury had a slight rest from four-event competition as the next college meet, the Williams Carnival, was washed out as heavy rains removed the snow cover throughout western Massachusetts.

Middlebury Carnival

Snow was no problem at the Middlebury College Snow Bowl the weekend of February 25–26 and the Middlebury Carnival went on as usual for the 29th time.

Another strong effort by the squad gave the Panthers the team title in all but one event, this time the slalom, while Bower and Webber shared the spotlight as individual stars. After taking a good first-day lead, Middlebury turned in a poor performance in the slalom because of falls and disqualifications and almost saw its undefeated string plowed into the snow.

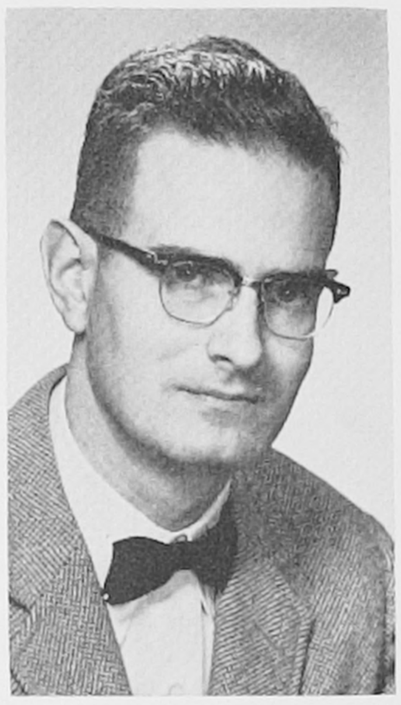
But again, the Panthers rallied with a terrific effort in the jump following a long hassle over protests and counter-protests in the slalom. Bower won the jump and also posted the day's longest effort, 175 feet. He also took the cross country and the Nordic combined and was an easy winner of the skimeister honors.

The downhill provided some of the Carnival's most spectacular moments as the first five finishers either broke or tied the record for the 1.1 mile run down the side of Worth Mountain. Webber was clocked in one minute and 13.1 seconds while Lee Kaufman, '61, was second at 1:13.5. The former record for the downhill course was 1:14.9 set a year ago by Jim Southard, '59.

E.I.S.A. Championships

The Easterns produced a down-to-the-wire finish between Middlebury and Dartmouth. The scorers worked the computers

Robert W. Harley, '51, recently joined the General Radio Company where he will employ his electro-mechanical education and industrial experience in the development of new electronic measuring instruments.



Mr. Harley is the recipient of an A.B. degree in science and math from Middlebury, as well as, the B.S. engineering degree in electronics and mechanics from MIT under a cooperative program between these institutions. After graduation he was then employed by the C.G.S. Laboratories in Stamford, Conn.

In 1955, Mr. Harley returned to MIT for further study, and was also employed in the Dynamic Analysis and Control Laboratory, and later in the Instrumentation Laboratory. At M.I.T., he was involved in the pre-production testing and evaluation of components of air-to-air missiles, and with the design of elements of an inertial-guidance system. He received his M.S. degree in Electrical Engineering in 1955.

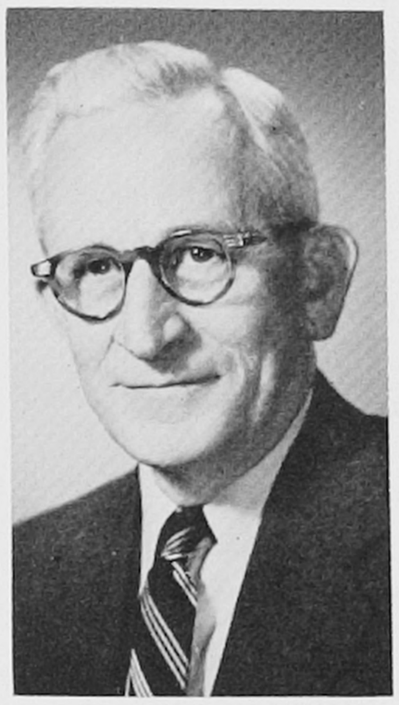
Mr. Harley brings to General Radio his eight years of professional experience. His special interest in magnetics makes him a valuable addition to General Radio's Engineering Staff.

Richard M. Gordon, '31, has been appointed Manager of the Boston branch office of the Central Mutual Insurance Company of Van Wert, Ohio.

Mr. Gordon has been associated with the Central Mutual since 1944 and for the past ten years has been assistant manager of the Boston office.

Born in Somerville, Mass. in 1909, he was graduated from Middlebury College in 1931 and the Harvard School of Business Administration in 1933.

Edgar L. Lord, '20, principal of Stevens High School, Claremont, N.H., will retire on September 1st after 40 years of association with this high school.



Mr. Lord joined the faculty of Stevens High School in 1920. Later he was named assistant principal, serving in that post for about 20 years, and succeeding to the principalship in 1952.

A native of Dennis, Mass., he saw World War I service of two years between his Junior and Senior years at Middlebury. He holds a Master of Science degree from Middlebury. And during the years prior to accepting the principalship at Stevens, Mr. Lord taught Advanced Mathematics, Physics, and Chemistry.

Active in educational circles, he was president of the Sullivan County Teachers Assn. in 1931 and president of the Teachers' Council the same year. He was secretary of the Connecticut Valley Men Teachers in 1940 and for several years served as delegate to the New Hampshire State Teachers Assn.

Mr. Lord recently has served on the eligibility committee of the New Hampshire Interscholastic Athletic Assn. and as a member of the advisory committee for the new Stevens Junior High School. Four years ago he was cited by the American Legion for his aid to Boys' State. He is a member and past director of the Rotary Club.

Mr. Lord married Hazel A. Doody, '18, in 1922, and they have two children: Stephen, a chemical engineer, graduate of Rensselaer Polytechnic Institute; and Joan Lord Piccolo, graduate of Jackson College and a teacher of English before her marriage. Mr. and Mrs. Lord have eight grandchildren.

Dorothy Gifford Madden, '34, is chairman of dance curriculum (assistant professor) at the University of Maryland. She is consultant on dance for conferences on movement education and for educational symposiums and gives lecture-demonstrations with University of Maryland students at high schools and colleges in an effort to further interest in dance. Miss Madden is one of the founders of the Modern Dance Council, Washington, D.C.

H. Dwight Carle, '19, Dean of Instruction, at Keene Teachers College, Keene, N.H., retired on February 26th after more than 35 years on the faculty of this college.

Dean Carle joined the faculty of Keene Teachers College in September, 1924, and has served as head of the Science Dept., Dean of Men, and Dean of Instruction. He has been a teacher for 40 years and before his college appointment served for five years as a high school principal.

Several years ago he began a Science Fair at the college that has since become a state-wide affair. When he started the project, students from Keene High School displayed exhibits of their science projects. The fair is now jointly sponsored by Keene Teachers College, Dartmouth College, University of New Hampshire, St. Anselm's College and Plymouth Teachers College. All high school students in the state take part.

Dean Carle, recognized as a New Hampshire authority on snakes, received his Bachelor of Arts degree from Middlebury College, and his Master's degree from Boston University in 1930 and has been taking graduate courses since.

He is married and the father of two sons. During World War I Dean Carle served in the Chemical Service.

The retiring Dean is a deacon in the Baptist Church where he has taught Sunday School for many years.

Dean Carle is also president of New Hampshire Academy of Science and the New Hampshire Science Teachers Association.

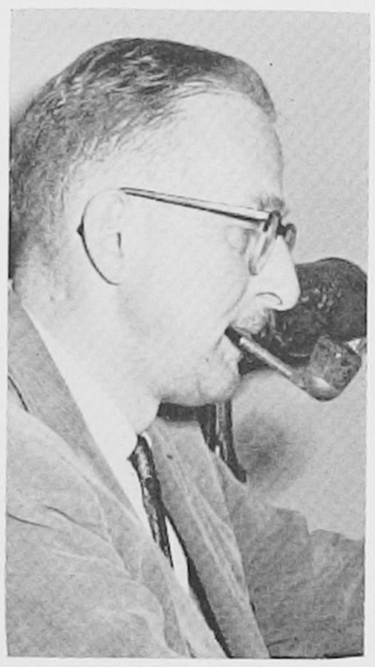
After his retirement on February 26th he left for Florida for the winter. His home is at 30 Appian Way, Keene, N.H.

Robert W. Hisey, '52, has been named as Chief Engineer of the S. D. Warren Paper Company mills, Westbrook, Maine. He is believed to be one of the youngest chief engineers in this industry. After majoring in Chemistry at Middlebury, Dr. Hisey received his M.S. and Ph.D. degrees from the Institute of Paper Chemistry at Lawrence College, Appleton, Wisconsin.

ALUMNI in the Headlines

WILLIAM FAULKNER'S fiction "can't really be understood except in terms of Biblical insights on man and his destiny," according to a Brown University scholar who has made a detailed study of the works of the Nobel-prize-winning novelist.

Dr. Hyatt H. Waggoner, '35, Professor of American literature at Brown, agrees that this view on the interpretation of Faulkner will not be acceptable to all critics and readers.



In Dr. Waggoner's opinion, however, Faulkner's works "at their best are written in terms of Christian feeling, Christian modes of thought and the Christian view of man and his destiny." Somewhat paradoxically, Dr. Waggoner does not believe that Faulkner himself is "specifically Christian" in belief and attitude, "even though he may at times say that he is."

The Brown professor has set forth these and other views in a book entitled "William Faulkner, From Jefferson to the World"* that was published recently by the University of Kentucky Press.

The book itself was five years in the writing and is the fruit of an interest in Faulkner on Dr. Waggoner's part that has been developing in intensity since his first acquaintance with the novelist's work in the 1930s.

Although Faulkner is the author who interests him most within the entire range of American literature, Dr. Waggoner has never met the writer, nor did he have any wish to do so as long as the book was in preparation.

"Personal acquaintance with the man might have colored my judgment of the written record," he explains.

Now that his book has been completed, however, he says he would welcome an opportunity to meet Faulkner.

Dr. Waggoner does not dissent from the general view that Faulkner's more recent work has tended to be less effective than his earlier productions. He theorizes that Faulkner "has achieved immunity from the anguish that tore him so cruelly in his early work, and his later work suffers as a result."

It is undoubtedly true that because of his lessening sense of personal involvement with the fictional characters he is creating, Faulkner is now temperamentally much more fit for writing in the comic vein than in the tragic, in Dr. Waggoner's opinion.

As an example of the way in which insight based on the Biblical background can illuminate Faulkner's work, Dr. Waggoner cites the character of Joe Christmas in "Light in August":

"Joe Christmas, as a character, has long defied critical analysis. The common view was that Faulkner intended Joe as a parallel to Christ, but that he couldn't bring it off, and in the end the attempt doesn't add up to anything. But I'm convinced that Joe is actually conceived in relation to the specific New Testament passage in which Jesus tells his disciples: 'Inasmuch as ye have done it unto one of the least of these . . . ye have done it unto me.'

"Joe Christmas is 'one of the least of these,' and an analysis of the novel shows that he suffers all the deprivations, and only those deprivations, enumerated by Jesus in that passage, and that the other characters in the novel are judged by their treatment of Joe. The theme is that even the least admirable of men, as Jesus made clear, deserves love."

Asked to define his idea of Faulkner's significance for those who read him, Dr. Waggoner said:

"Faulkner has given an imaginative expression to the central religious, moral and philosophical problems of our time, at the very center of which is the question of how we should conceive of the nature of man and his destiny. He reaffirms the West's traditional view of man as a self-transcending animal—the view that enables us to live as human beings, and without which man cannot long live."

Dr. Waggoner added that Faulkner's affirmation of this traditional view is convincing, "because he makes it after showing us that he is aware to the ultimate degree of man's capacity for bestiality and rapacity."

Faulkner is not a philosopher or a theologian, Dr. Waggoner said, but an artist who responds to his world and can express truth about it through his fiction that he probably could not state in philosophical terms.

Dr. Waggoner, who lives at 34 Lincoln Ave., Barrington, R. I. has been a member of the Brown faculty since 1956. From 1942 to 1956 he was a member of the English Department at the University of Kansas City, serving as department chairman the last four years. A native of Pleasant Valley, N.Y., he was graduated from Middlebury College in 1935, received his master of arts degree in 1936 from the University of Chicago, and his doctorate from Ohio State University in 1942.

Dr. Waggoner's book on Faulkner was preceded by "The Heel of Elohim" in 1950 and "Hawthorne, A Critical Study" in 1955. He is co-author of "The Relations of Literature and Science," published in 1949.

He wrote the chapter on "The Scarlet Letter" in the new Oxford University Press Galaxy book, "Interpretations of American Literature," and has been asked to contribute a chapter to the volume being planned by the Indiana University Press to celebrate the Hawthorne centenary in 1964.

—**Paul D. Davis, '48**

Sandra A. Nelson, '57, has been appointed a Foreign Service Officer with the U.S. Department of State.

Miss Nelson is a native of Montclair, N.J., and while at Middlebury majored in the study of Political Science and Russian. After receiving her A.B. degree she attended the Fletcher School of Law and Diplomacy, Medford, Mass., and received her master's degree in 1958 in International Relations. She also attended the University of Helsinki, Finland, for a year, studying Soviet Economics. On January 27, 1960 Miss Nelson entered on duty with Department of State.

*279 pages. $5.

following the

LIVES

of Middlebury men and women

1896

Alumni Fund Chairman: **William T. Barnard,** 34 Mettowee St., Granville, N. Y.

Dr. Philip B. Daniels, son of **Cora Brock Daniels** (Mrs. Martin), died on Dec. 27 in Keene, N. H., following a period of failing health.

1907

Class Secretaries: **Earl M. Gove,** Bristol, Vt. **Verna Child Hawkins,** 20 Temple St., Boston, Mass. *Alumni Fund Chairman:* **Minnie Burditt Cadwell,** Pittsford, Vt.

Earl Gove fell early in Feb. and broke his leg.

1909

Class Secretaries and *Alumni Fund Chairmen:* **Ivan D. Hagar,** 7 Green Mountain Pl., Middlebury. **Inez C. Cook,** 29 Seminary St., Middlebury.

Ivan Hagar's wife died very suddenly at her home on Feb. 19. **Inez Cook,** her sister, **Gladys Cook, '16** and **Marion Elmer, '18,** went by freighter via the Panama Canal to So. Pasadena, Calif., to spend the winter.

1910

Class Secretaries: **E. Bruce Hallett,** 2 Hickory Dr., Maplewood, N. J. **Gwendolyn Morris Barnes,** 8 Olympus Rd., Proctor, Vt. *Alumni Fund Chairmen:* **Harold D. Leach, Goldia Monroe Leach,** Pawlet, Vt.

Paul D. Ross is a certified public accountant for Northwest Memorial Gardens in Portland, Ore., and is living at 2081 N. W. Everett St. in Portland.

1912

Class Secretaries and *Alumni Fund Chairmen:* **Hugh O. Thayer,** 625 No. Chester Rd., Swarthmore, Pa. **Margaret Croft,** 7 Mountain Park Ave., Waterbury 8, Conn.

Mr. and Mrs. D. W. Williams (**Minette Norton**) spent three months this past winter in Sarasota, Fla. **Harold Elmer** has retired as superintendent of finishing at the H. T. Cushman Co. of No. Bennington, Vt., and is now living at his old home farm near E. Middlebury; his address: R.F.D. 4, Middlebury, Vt.

1916

Class Secretaries: **Russell E. Hemphill,** 140 W. Broad St., Westerly, R. I. **Harriet Myers Fish,** 3 Baskin Rd., Lexington, Mass. *Alumni Fund Chairman:* **Harriet Myers Fish.**

Edward Huntley retired as vice-president and manager of the Mystic branch of the Hartford National Bank and Trust Co. on Dec. 31; his address: R. R. 4, Box 369, Gales Ferry, Conn.

1918

Class Secretaries: **Dr. Charles J. Lyon,** 4 So. Balch St., Hanover, N. H. **Ruth A. Hesselgrave,** 123 So. Main St., Middlebury. *Alumni Fund Chairman:* **Ruth A. Hesselgrave.**

Raymond Mudge who is Commissioner of Finance and Administration for the state of Maine, has recently purchased an eighty acre farm in No. Raymond, Me.; his address: R.F.D., Poland Springs, Me. The **Rev. Henry Chapman** is now priest in in charge of St. Andrew's Church in Petersburg, Alaska.

1922

Class Secretaries: **Leighton T. Wade,** Exchange Bank Bldg., Olean, N. Y. **Julia Sullivan,** 737 Cooke St., Waterbury, Conn. *Alumni Fund Chairmen:* **Albert F. Gollnick,** 1611 Ridge Ave., Apt. 1, Evanston, Ill. **Lila Winchester Doe,** 65 Maple St., Franklin, Mass.

The **Rev. Julian M. Bishop** has retired from active church work because of ill health and is living at 643 Stanbridge St. in Norristown, Pa.

1926

Class Secretaries: **Harry J. Frank,** 39 Neptune Ave., W. Springfield, Mass. **Helen Woodworth Gwin,** 72 Frederick Lane, Glendale 22, Mo. *Alumni Fund Chairmen:* **Calvin Fransworth,** Prescott St., Sterling Junction, Mass. **Ada Winchester Chromec,** 47 Poplar St., Springfield, Vt.

John Wilson, retired regular Air Force officer, is now associate professor of Economics at California Polytechnic College. **Edward Reighard** is now a lecturer in industrial relations at Stanford University Graduate School of Business and is living at 1855 Cowper St., Palo Alto, Calif.

1927

Class Secretaries: **Willard Whitney,** 577 Stowe Ave., Baldwin 21, L. I., N. Y. **Madolyn Derrick Heald,** 39 Washburn Ave., Greenfield, Mass. *Alumni Fund Chairmen:* **Foster R. Clement,** 382 Bedford Rd., Chappaqua, N. Y. **Pauline Cross Whitney,** 76 Monadnock Rd., Worcester, Mass.

Daniel Pinder has been appointed general management consultant in the Management Consulting Div. of Ebasco Services, Inc. of New York City. **Kathleen Maloney Crafts** (Mrs. L. J.) is a French teacher in the Rocky Hill (Conn.) Junior-Senior High School; her address: 490 Main St., Wethersfield, Conn.

1928

Class Secretaries: **N. J. Blanchette,** Hastings Terrace, 565 Broadway, Apt. 3-G, Hastings-on-Hudson, N. Y. **Miriam Sweet Coombs,** 2-A Highland St., W. Concord, Mass. *Alumni Fund Chairmen:* **N. J. Blanchette. Zella Cole Hibbert,** Kelly's Green, New Canaan, Conn.

Margaret Miller Dauchy (Mrs. Otis) is head of the English Dept. in the Ashby (Mass.) High School.

1931

Class Secretaries: **Leighton F. Duffany,** 8 Morningside, Middlebury, **Ruth Barnard,** 504 No. George St., Rome, N. Y. *Alumni Fund Chairmen:* **Samuel L. Abbott, Jr.,** 143 Highland St., Plymouth, N. H. **Linnea Wall Parker,** 36 Meadowbrook Rd., W. Hartford, Conn.

Fay McLaughlin has joined the Education Dept. of McNeese State College in Lake Charles, La.; his address: 800 Cherry Hill St., Lake Charles. **Louis Richardson** is assistant parking ramp supervisor for the city of Rochester, N. Y., and is living at 57 Alliance Ave. in Rochester. **Helen Legate Roberts** (Mrs. John) of Greenfield, Mass., began her duties as home demonstration agent in the Franklin County Extension Service on Jan. 18, where she will specialize in family economics. **Irene Tarbell Wheeler** (Mrs. William) is teaching French to grades four, five and six in Paoli, Pa.

1933

Class Secretaries: **William S. Weier,** 176 Kemp Ave., Fair Haven, N. J. **Janet Stainton June,** 10 High St., Brandon, Vt. *Alumni Fund Chairmen:* **Anthony G. L. Brackett,** 180 Summer St., Weston, Mass. **Elaine Updyke,** 4357 Central Dr., Stone Mountain, Ga.

Warren Goodrich has been elected assistant treasurer of the Killington Bank and Trust Co. in Rutland, Vt. **Herbert John** is Director of Federal Programs, Federal Systems Div. of the IBM Corp. in Washington, D. C.

1935

Class Secretaries: **Arnold LaForce,** Kennedy Rd., Mendham, N. J. **Natalie Dunsmoor,** 232 Bunker Hill Ave., Waterbury, Conn. *Alumni Fund Chairmen:* **Burton C. Holmes,** 2808 E. Broad St., Columbus, O. **Faith Arnold Diver,** 28 Stratton Ave., Middletown, N. Y.

Wyman Smith with his wife and family of three, Pliny, eleven, Sarah, eight, and

with the Middlebury ALUMNAE CLUBS

MIDDLEBURY COLLEGE, through the Manhattan Alumnae Club, was a sponsor of the A.A.U.W. —University Women's Forum at the Waldorf Astoria on February 6. This is the first time the group has taken part in this joint undertaking of some fifty alumnae groups in the Metropolitan area. Miss Marion Dean, '18 was the representative on the Planning Committee. The group was delighted to have President Stratton able to be with them at the Middlebury table. He also attended the reception for college presidents and other guests before the luncheon. Present for luncheon, in addition to Miss Dean, were: Mrs. James F. Cassidy, (Mary Henseler, '31); Mrs. Donald J. Kays, (Martha-Jeanne Conklin, '46); Miss Marilyn R. Bruhn, '47 and Mrs. Clifford Cosgrove (Patricia Perkins, '49). Miss Margaret Booker, '46 was present for the program. Among guests at the Middlebury table were Mrs. Mary Buchanan, editor of Parents Magazine and Madame Shaha, wife of the Nepalese minister to Washington and the United Nations.

On January 23, the fourteenth alumnae club, third in Vermont, was formed in South Royalton, Vermont at the home of Mrs. L. P. Folsom. Alumnae from the Bethel, Barnard, South Royalton area and Hanover, New Hampshire attended the meeting at which officers were elected. Attending were: left to right, front row, Dorothy Bigelow, '58, Assistant Director of Admissions for Women; Barbara Mills Cross, '53; Elizabeth Pierce Edson, '52, treasurer; Jean Davis Battey, '47, vice-president; Constance Sherman, '53, alumnae secretary; back row, Inez Stevens Abbott, '06; Genevieve Browne Lauder, '28; Virginia Cole, '31, alumnae trustee; Dorothy Nash Brailey, '19, National president of the Alumnae Association; Gladys Wilson Bundy, '14, secretary; Irma Willey Folsom, '29, president; Virginia Costello, '49. The next meeting will be held at Mrs. Edson's home in Norwich, Vermont.

Members of the Worcester County Alumnae Club who attended the Scholarship Brunch on February 13 at the home of Mrs. John Sutherland (Jean Holmberg, '49), 104 Brattle Street, Worcester, Massachusetts were: left to right, front row, Evelyn Jones Ives, '29; Anne F. Smith, '06; Marjorie E. Frye, '31; Margaret Mahoney Benoit, '24; Marian G. Cruikshank, '30; Lara Wheaton Prescott, '29; Harriet Douglas Seelye, '33; Esther F. Damerell, '35; Elizabeth Coley Congdon, '35; back row, Louetta Haynes Bickford, '19; Constance Sherman, '53; Lucy A. Roberts, '35; Dorothy Nash Brailey, '19, National President of the Alumnae Association; Doris Ryan Pitcher, '37; Grace Cheney, '29; Eunice W. Smith, '29; Eunice W. Smith, '11; Cecily Mattocks Marshall, '54. The Worcester County Alumnae Club is the oldest club in the Alumnae Association which will celebrate its fiftieth anniversary in 1962.

The topic, *The Next Decade—1960–1970, Looking Ahead* was developed in addresses by Dr. McBride, President of Bryn Mawr; Miss Virgilia Peterson, author and critic; Dr. Frank Graham, former president of the University of North Carolina, presently with United Nations; Dr. Charlotte Moore Sitterly of the National Bureau of Standards. Dr. Margaret Bryant, of Brooklyn College, and Dr. Millicent Carey McIntosh, president of Barnard College, were moderators for the question period which followed the talks. The Manhattan Club is proud to be a part of such a brilliant undertaking and hopes that in the future more Alumnae in the Metropolitan area will avail themselves of the opportunity to attend.

A GROUP of the Alumnae Association of Boston spent the afternoon of January 27 at the Museum of Science and Planetarium. Arrangements for the program were made by Charlotte Duryea, '56, and Natalie Chalfin Phillips, '55.

Preliminary plans have been made for the group's sale at the Shady Hill Thrift (*Please turn to page* 46)

(Mrs. John S.), 256 High St., Chagrin Falls, O. *Alumni Fund Chairman:* **Carolyn Leach DeWitt,** 40 E. 39th St., New York 28, N. Y.

Marriage

Mr. Griffiths to Mrs. **Ruth Hulett Warren;** address: R. D. 2, Box B-2071-A, Hickory St., Yorktown Heights, N. Y.

Birth

A son, James Prentice, to Mr. and Mrs. Robert H. Theimer (**Helen Prentice**), Oct. 21.

Ruth Hulett Griffiths (Mrs.) is school librarian at the Yorktown Heights Senior High School.

1948

Class Secretaries: **Donald B. McGuire, Jr., Nancy Weale McGuire,** 129 Larue Dr., Huntington, L. I., N. Y. *Alumni Fund Chairmen:* **Seabury T. Short, Jr.,** 137 Atlantic Ave., Marblehead, Mass. **Elizabeth Reid Buzby,** 100 Windsor Pl., Longmeadow, Mass.

Marriages

Eugene H. Miller to Miss Babette Skinner, Jan. 12.

Mel W. Kopelman to Miss **Jean R. Hollander,** Oct. 22.

Births

A daughter, Penelope Ann, to **Mr. and Mrs. Lynn L. Moore,** Oct. 28. A daughter and fourth child, Laura Evelyn, to **Mr. and Mrs. Charles A. Butts, Jr.** (**Miriam Wade**), July 18. A daughter, Barbara Millard, to Mr. and Mrs. Howard G. Baetzhold (**Nancy Cheesman**), May 17, 1959. A son, William David, to Mr. and Mrs. William D. Ready (**Barbara Roemer**), Dec. 4. A daughter, Linda Ann, to **Mr. and Mrs. Donald Stillman** (**Marion Durkee, '47**), Mar. 7, 1959. A son, Willis Dean, to Mr. and Mrs. Walker Bowman (**Elizabeth Ordway**), Sept. 28; address: Route 2, Valparaiso, Ind.

Niels Fischer has been promoted from assistant actuary to associate actuary by the Aetna Life Insurance Co.; in his new post he will be responsible for the actuarial phase of the company's individual accident and health business. **Lynn Moore** and his wife have purchased a 160-year old house at 3118 M St., N. W., Washington 7, D. C.; Mr. Moore has been appointed head of Scripts Preparation Branch, U. S. Naval Photographic Center in Washington. His staff plans and writes motion pictures for the Navy. The Naval Photographic Center produces more than two hundred films a year of an informational and educational nature for public and service showings. Two of his recent films are "Naval Aviation History: A Personal History" (interviews with aviation pioneers), and "Silent Sentinel" (a documentary on the development of the Polaris missile system). **David Smith** is completing work for his Ph.D. degree at the University of Minnesota and at the same time teaching freshman English; his address: 180 So. Lexington Pkwy., Apt. 106, St. Paul 5, Minn.

Charles A. Butts, Jr., joined the Atlantic Monthly Co. in July as circulation promotion manager for THE ATLANTIC MAGAZINE. **Robert Hoaglund** has been named assistant to the district supervisor of the federal census. With the title of technical officer, Mr. Hoaglund will train some 200 census enumerators among other duties. **Dr. John Dawson** has been promoted to associate professor in economics and business at Grinnel College. **Janet Kohler** is a spectroscopist in the Instrumental Dept. of the Research and Development Div. of Englehard Industries, Inc.

1949

Class Secretaries: **Robert J. Simpson, Jr.,** Scarswold Apts., Garth Rd., Scarsdale, N. Y. **Janet Curry,** 1238-A 17th St., Palisado, N. J. *Alumni Fund Chairmen:* **Henry W. Caswell,** 17 Mayfair St., So. Burlington, Vt. **Eleanor M. Blanc,** 85 Wiltshire Rd., Scarsdale, N. Y.

Marriage

William J. Rice to Mrs. Alice Haggerty Hook, Sept. 27, 1958.

Births

A son, Peter John, to **Mr. and Mrs. Thomas Duff,** Dec. 27. A son, Peter Harold, to Mr. and Mrs. Wilbur Bull (**Barbara Knapp**), Oct. 26.

F. Guilford Myrick was appointed methods analyst in the Planning Dept. of the Massachusetts Mutual Life Insurance Co. in Dec. **Donald Harris** has joined the staff at the U. S. Dept. of Agriculture's Southern Piedmont soil conservation field station at Watkinsville, Ga. **James E. Sullivan** has been appointed sales promotion manager of Schering Corporation's ethical veterinary department; in his new position he will be responsible for conceiving, creating and distributing visual aids to the veterinary representatives throughout the United States; he and his wife, **Jane Miller,** are living at 1480 Pleasant Valley Way, W. Orange, N. J.

Robert Boucher, a member of the staff of Mortgage Investment Co. of Denver, Colo., has been invited to serve as consultant for a White House Conference on the aging called by President Eisenhower for 1961. **Larzer Ziff** has been at the University of Copenhagen, Denmark, this year, under a Fulbright teaching fellowship. **Mary Fisher** is law clerk to Chief Judge R. H. Chambers of the U. S. Court of Appeals for the ninth circuit; her address; Box 547, San Francisco, Calif.

1950

Class Secretaries: **Corwin S. Elwell,** 22 Pleasant St., Essex Junction, Vt. **Sally Peek Glowa,** R.F.D. 1, Box 3, No. Springfield, Vt. *Alumni Fund Chairmen:* **George R. Dunning,** Barnleigh, Reading, Vt. **Sylvia Ellsworth Lamere,** Waterbury Center, Vt.

Marriages

Julian MacDonald to Miss Mary Allen Joss, June, 1959; address: U. S. Army Field Det. "R", ACSI (9839) DA, A.P.O. 172, c/o P.M., New York, N. Y. **Edwin M. Works** to Miss Barbara Lewis, Feb. 7, 1959.

Births

A son, Leonard Mark, to **Mr. and Mrs. Leonard A. Rice, Jr.,** Dec. 18. A son, Philip Morse, to **Mr. and Mrs. Rufus Cushman,** May 6, 1959. A daughter, Sarah Margaret, to the **Rev. and Mrs. Sheldon Flory** (**Jane Livsey, '49**), Apr. 17, 1959. A son, David Bradford, to **Mr. and Mrs. Peter Knight,** Oct. 31. A son, Paul, to **Mr. and Mrs. Bard Lindeman** (**Adele Mullen, '52**), Aug. 22. A son, William Alexander, to **Mr. and Mrs. William Price** (**Margaret Drysdale, '49**), Oct. 11. A son to **Mr. and Mrs. David Wallace,** Aug. 17.

Leonard Rice is coordinator for the Dana Corp. of Pottstown, Pa.; his address: R. D. 1, Gilbertsville, Pa. **Julian MacDonald** is a foreign service officer with the Dept. of State and has been assigned to a year of Russian language and area study at the Army school in Oberammergau, Germany, to be followed by a two-year overseas assignment. **Richard Barret** has been promoted to director-curator of the Bennington Museum. **Richard Boss** is technical director of the personal products division of Johnson and Johnson in Milltown, N. J., and is living at 100 So. Boyd Pkwy., in No. Brunswick.

James Karney is head football and track coach at Polytechnic Preparatory School in Brooklyn, N. Y. **Frank Schlesinger** is teaching at the University of Pennsylvania and has a private practice of architecture; he and his wife, **Jeanne Kraemer,** are living at 344 West Court St., Doylestown, Pa. **Brenda Bullock Frelick** (Mrs. Paul) is living at 14 Av. Calas in Geneva, Switzerland, where her husband is pastor and director of John Knox House, international, interdenominational student home and conference center.

1951

Class Secretaries and *Alumni Fund Chairmen:* **James D. Ross,** R.F.D. 1, Middlebury. **Marilyn Murphy McInerney,** 7 No. Bryn Mawr Pl., Media, Pa.

Jonathan, three, has moved to Cabot, Vt., where he has had a summer home for some time and is planning to practice law in Vermont.

1937

Class Secretaries: **Edwin Vassar, Jean Porter Vassar,** 18 Stanton Ave., Huntington, Mass. Alumni Fund Chairmen: **John F. Darrow,** 33 Highway, Lawrence Farms South, Chappaqua, N. Y. **Doris Heald Kendall,** 40 Meadow Court, Fairfield, Conn.

Rita Cosenza Delfausse's husband, Joseph, died in Oct. after an illness of nine months. She is now living at 56 Hampshire Rd. in Rockville Centre, N. Y., with her family of four, Joseph, a sophmore at Cornell University, Lynne, sixteen, John, thirteen and Robert, eleven.

Jean Douglas Andrew (Mrs. George S., Jr.) is now head of the Science Dept. and Professor of Geology, Astronomy and General Science at Amerikan Kız Koleji in Izmir, Turkey. This school is operated by the American Board of Foreign Missions (Congregational Christian Churches). Her daughter is also a student of the Orta (Middle) School of the college.

1939

Class Secretaries: **Thomas N. Murray, Gertrude Bittle Murray,** Box 35, N. Y. Military Academy, Cornwall-on-Hudson, N. Y. *Alumni Fund Chairmen:* **Robert V. Cushman,** 16 Edwards Rd., Portland, Conn. **Jeanette Olson Gould,** 58 Apple Tree Dr., Stamford, Conn.

Chaplain Herman Benner with the rank of Major in the Army, is post chaplain at Carlisle Barracks, Pa., his address: Quarters 112-B, Carlisle Barracks. **Mary MacFarlane Kelley** (Mrs. Allan) is teaching junior high school English and high school Latin in Tahawus, N. Y. **Warren Rohrer** is assistant vice-president of the Parker Corp. in Calif. **Margaret Doubleday Tandy** (Mrs. Huber) is teaching grades three and four in No. Orange, Mass. **Brooks Jenkins** is now working in the library at Clark College in Vancouver, Wash., and is living at 1925 Fort Vancouver Dr., Vancouver. **Edward Romeo** is owner and manager of the Fieldstone Restaurant in Andover, Mass., and is living at 28 Summer St. in Andover.

1940

Class Secretaries: **Robert F. Pickard,** 59 Rector St., E. Greenwich, R. I. **Kathleen L. Brokaw,** 18 W. 8th St., Apt. 4-A, New York 11, N. Y. *Alumni Fund Chairmen:* **Loring W. Pratt,** 37 Lawrence Ave., Fairfield, Me. **Betsy Barber Barney,** 209 Union Ave., Mamaroneck, N. Y.

Roswell Schenck is assistant director of purchases for the U. S. Borax and Chemical Corp. in Los Angeles, Calif.; he and his wife, **Helen Miller, '42,** are living in Palm Court Apts., Apt. 1, 14850 Weddington St., Van Nuys, Calif. **Jacob North** is a designer (mechanical engineering) for Eastern Industries, Inc., mixer division, of Norwalk, Conn.; address: P. O. Box 772, Norwalk. **Elizabeth Carpenter Metcalf** (Mrs. William G.) is a nursery school teacher at the Woods Hole Child Center in Woods Hole, Mass.

1941

Class Secretaries: **H. Robert Van Gaasbeck,** 76 Oakwood Dr., Longmeadow, Mass. **Caroline Butts Dodge,** 349 High St., Newburyport, Mass. *Alumni Fund Chairmen:* **William Ferguson,** 12 Myrtle St., Milford, N. H. **Lois Dale Stewart,** 2917 Argyle Dr., Alexandria, Va.

Thomas Bennett has been promoted from assistant vice-president to vice-president of the Hanover Bank of New York City. **Lt. Col. Richard Hallock** is stationed in Izmir, Turkey; his address: TUSLOG, Det. 13, Box 7, A.P.O. 224, c/o P. M., New York, N. Y. **Roger Griffith** who has been a reporter and feature writer for the BOSTON HERALD for the past four years, has joined the staff of the BARRE TIMES-ARGUS of Barre, Vt., as managing editor. **William Bursaw** of the Bursaw Oil Co. of Salem, Mass., was elected president of the Independent Oil Men's Association of New England, Inc., in Jan. **Leroy F. Hovey** is senior applications engineer in the Stratos Div. of Fairchild Engine and Aircraft Corp. of Manhattan Beach, Calif.; he is living at 109 Paseo de las Delicias, Redondo Beach, Calif.

1942

Class Secretaries: **Charles D. Morse,** Waterville Rd., Farmington, Conn. **Barbara York Linscott,** 4 Blueberry Lane, Bedford, N. H. *Alumni Fund Chairmen:* **Philip W. Rifenberg,** 122 Cooper St., Glens Falls, N. Y. **Elinor Dickie Rankin,** 13 Charles Pl., Chatham, N. J.

Marriage

Egbert S. Hadley to Miss Jean Morin, Jan. 31.

James Scholes is assistant professor of English at the State University College of Education in Geneseo, N. Y., and is living at 75 Second St. in Geneseo. **Dean Northrop** is teaching in the F. D. Roosevelt High School in Hyde Park, N. Y., and living in Springwood Village, Apt. 2-J, Hyde Park.

1943

Class Secretaries: **Dr. S. Peter Nikitas,** 42 Spadina Pkwy., Pittsfield, Mass. **Charlotte Johnson Doe,** Harvard, Mass. *Alumni Fund Chairman:* **Kenneth Aldrich,** 17 Marble St., Brandon, Vt.

Janet Sheldon Thomas (Mrs. Bruce W.) is librarian at the Bryan High School in Yellow Springs, O., and is living at 106 Tower Court in Yellow Springs. **George B. Steel, Jr.** has announced the formation of the Planned Investment Co., specializing in mutual funds, at 411 Illinois Bldg., Indianapolis, Ind.

1945

Class Secretaries: **Dr. Elam Hitchner, Ann Robinson Hitchner,** 710 Lippincott Ave., Moorestown, N. J. *Alumni Fund Chairmen:* **Robin D. Willits,** 18 Lathrop Rd., Wellesley, Mass. **Barbara Blair Furlow,** 6005 Wynnwood Rd., Washington 16, D. C.

Marriage

Stuart A. Nicol to Miss **Kathryn A. Holbrook,** Nov. 21; address: 5175 Cote St. Luc Rd., Apt. 8, Montreal 29, Que., Canada.

Thornton Schoch is acting controller in the Systems Management Sub Division of the Raytheon Co. in W. Newton, Mass.; he and his wife, **Jean Williams,** are living at 43 Ingell St. in Taunton. **Alan** and **Joanne Higgins Wolfley** and their family have moved to 1235 Chesterfield in Birmingham, Mich.; Al is working for Parke Davis and Co. in Detroit, in the Treasurer's Dept., where he will be given responsibility for international financial operations. **Major James A. MacKenzie, Jr.** is manpower management officer for Headquarters Continental Air Command at Mitchel Air Force Base in Hempstead, N. Y., and is living at 756 Front St. in Hempstead.

1946

Class Secretaries: **William R. Niederauer,** 19 West Lane, Bay Shore, N. Y. **Elizabeth Hurd Wyant,** 2415 Fred Smith Rd., Tallahassee, Fla. *Alumni Fund Chairmen:* **Theodore E. Guglin,** 439 Wegman Rd., Rochester, N. Y. **Katherine M. Craven,** 11 Fenno Rd., Newton Centre 59, Mass.

Births

A son and fifth child, Lance Vincent, to **Mr. and Mrs. Theodore Guglin (Janice Foote, '50),** Dec. 7. A daughter, Caroline, to Mr. and Mrs. George Gilmore (**Betty Donelon**), Nov. 21; address: Box 90, A.P.O. 742, c/o P.M., New York, N. Y.

F. Louise Heald Aines (Mrs. Ronald), her husband, a daughter, six years old, and a son, one, left Rutgers University this winter where her husband was professor of Economics to go to Washington, D. C., where Mr. Aines is working with the U. S. Dept. of Agriculture, attempting to solve the wheat surplus problem. He is evaluating alternative government support programs for wheat which requires that he work with research men at the western universities. The Aines have purchased a home at 6485 Dana Ave. in Springfield, Va. **Robert Terrill** is head operator for the Salt Lake Refining Co. of Salt Lake City, Utah; he and his wife, **Rose Hull, '47,** are living at 231 E. 7150 South, Bountiful, Utah.

1947

Class Secretaries: **Ray Sacher,** 1284 Truman St., Redwood City, Calif. **Muriel Mack Lamppert**

Leah A. Wallat, Dec. 26; address: 19 Willard St., Hartford, Conn. Mr. Pahnke to Miss **Eva Sontum;** address: 9 Whittier St., Cambridge, Mass. John A. MacDonald, Jr. to Miss **Judith McAvity,** Feb. 13. Bruno Bertoni to Miss **Jane E. Pope,** Feb. 13; address: 358 West End Ave., New York 24, N. Y.

Births

A daughter, Laura Howard, to **Mr. and Mrs. Peter Parker (Julie Howard),** Nov. 14. A son, Curt Gerard, to **Mr. and Mrs. Peter A. Ehler,** Oct. 17; address: 12 Deerfield Dr., Huntington, Conn. A daughter, Heleigh Ann, to **Mr. and Mrs. Thomas C. Bostwick,** Dec. 28. A second child and daughter to Mr. and Mrs. Peter Willett (**Margaret Moreau**), Nov. 10.

Jeremy Foss has been a student of French at the University of Paris but is now studying at the Art Academy in Berlin, Germany; his address: Hildegarstr. 25-A, Berlin-Wilmersdorf. **Priscilla Kelley** is a technician in the hematology laboratory at The Society of the New York Hospital and is living at 412 E. 65th St., Apt. 6-D, New York 21. **Philip Grogin** is a safety engineer with the Royal Globe Insurance Co. **Donald Menard** is a reporter for the WOONSOCKET CALL of Pascoag, R. I. **Virginia Rost** has accepted a position as secretary and administrative assistant in the London Liaison Office of the Institute for Defense Analysis.

Charles and **Ann Heath Fay** now have a family of two, Douglas Barnum, born May 19, 1957 and Sarah Miner, born Apr. 26, 1959. **Guttorm Berge** is sales manager for Palmira and Plataugt of Oslo, Norway; his address: Eiksmarka, Eikskollen 11, Oslo. **Sheila Collins** is doing research for CONNECTICUT LIFE magazine; her address: 261 Mountain Rd., W. Hartford, Conn. **Ronald Kingsley** is a graduate student and school psychologist at Syracuse University; he is living at 405 University Pl., Syracuse 10, N. Y.

1955

Class Secretaries: **Harold P. Higgins,** 18 Montgomery Lane, Norwich, Conn. **Nancy Walker Faulkner,** 9½ Pinckney St., Boston 14, Mass. *Alumni Fund Chairmen:* **Bruce K. Byers,** 18 Sixth St., Wood Ridge, N. J. **Priscilla Smart Miller** 1624 Spruce St., Philadelphia 3, Pa.

Marriages

Mr. Riley to Miss **Doris A. Bartlett;** address: 225 Behrends Ave., Juneau, Alaska. **Dr. Thomas J. Lamson** to Miss **Lyndia E. Smith, '58,** Feb. 6.

Births

A son, Roger, to **Mr. and Mrs. Robert M. Gallagher (Joanne Kittel),** Dec. 2. A daughter, Sharon Elizabeth, to **Mr. and Mrs. Daniel Wright,** Nov. 2.

Lt. William Bry is in the Strategic Air Command and is stationed at Seymour Johnson Air Force Base, Goldsboro, N. C. **Robert Bickford** is a traveling salesman for the W. L. Nutting Co. and is living at 43 Stark St. in Nashua, N. H. **John Denny** is a salesman for the American Can Co. and is living at 181 So. Colonial Homes Circle, N. W., Atlanta 9, Ga. **Henry Van Vleck** is with the Boston Safe Deposit and Trust Co. and is living at 194 Marlborough St. in Boston. **Patricia Palmer** completed work for her Master's degree at Northwestern University in Jan. and accepted a position as instructor of sociology, economics and practical and applied arts at Centenary College for Women in Hackettstown, N. J., for the second semester. **Lt. George Barker** is at the University of Mississippi; his address: 1504 So. 16th St., Oxford, Miss.

Georgiana Ward Strickland (Mrs. John) is doing free-lance manuscript editing and is living at 106 Greenwich St., New York 6, N. Y. **Martin McCurdy** is a trainee in government relations services with the General Electric Co. and living at 7704 District Heights Pkwy., Washington 25, D. C. **Margaret Spaeth** is an "English Specialist" teacher in the Dury Falls County Secondary School in Hornchurch, Essex, England; her address: 102 Cheyne Walk, London, S. W. 10. **Robert Sullivan** is assistant to the head of the Dept. of Market Research, Speed Queen Corp., Div. of McGraw-Edison, Ripon, Wis.; he and his wife, **Judith Grout, '56,** are living at 643 Watson St., Ripon. **Donald Harper** is a cost accountant for Corning Glass Works; he and his wife, **Lynne Cahall,** are living at 313 W. Lennox Ave., R.D. 1, Elmira, N. Y. **William Admirand,** a senior at Bowman Gray School of Medicine, Winston Salem, N. C., has been elected to membership in Alpha Omega Alpha, medical honor society. **Frank Punderson** is in the sales training program of the Esso Standard Oil Co. in Boston, Mass.

1956

Class Secretaries: **Lt. Ronald C. Lawson,** 04065132, USA Intel. MP and SW Sch., A.P.O. 172, c/o P.M., New York, N. Y. **Mary Gaines McMurray,** Box 3814-B Route 3, 1800 Coors Blvd., S. W., Albuquerque, N. M. *Alumni Fund Chairmen:* **Gerald W. Cobb,** 7 Woodbine Rd., Wellesley, Mass. **Janis Calderwood,** 103 Holmes Rd., Pittsfield, Mass.

Marriages

Nejat Munisoglu to Miss **Elizabeth H. Mitchell,** Oct. 27 in London, England; address: 124 Maplewood Ave., Bogota, N. J. Bruce L. Ficke to Miss **Elizabeth Curit,** Dec. 5. **Dudley D. B. Samoiloff** to Miss Cynthia A. Lawson, Feb. 13. Richard W. Moreland to Miss **Shirley F. Smith,** Dec. 5; address: 5122 Navarro Lane, Apt. C, Houston, 27, Tex. Frank L. Pierce, Jr. to Miss **Audrey J. Paleologue,** Feb. 13; address: 43 Jane St., New York, N. Y.

Births

A daughter, Mary Kathryn, to Mr. and Mrs. Joseph E. Berger (**Gretchen Kraatz**), Jan. 25. A second son, Richard Worfolk, to Mr. and Mrs. William P. Porter (**Barbara Worfolk**), Nov. 20.

Alan Painter has completed his tour of duty in the Marine Corps and is now in the sales department of the Jersey Central Power and Light Co. in Asbury Park, N. J.; his address: Box 101, Long Valley, N. J. **Marvin Cheney** is an associate engineer with Lockheed Aircraft Corp.; he and his wife, **Rosina Chapin, '55,** are living at 5820 Hazeltine Ave., Van Nuys, Calif. **M. Clark McCutcheon** is with the John C. Winston Co., book publishers, of Philadelphia, Pa., and living at 321 So. Camac St. in Philadelphia. **Donald Batchelder** is admissions associate with The Experiment in International Living; he and his wife, **Helju Kivimae, '55,** are living on Mayfair Ranch, Box 222, Black Mountain Rd., Brattleboro, Vt. **David Troast** is a trainee in the sales department of the Air Reduction Co. in Jersey City, N. J.; his address: 667 Godwin Ave., Midland Park, N. J. **Hull Maynard** is teaching at Deerfield Academy; his address: Box 23 Deerfield, Mass. **Gail Moore Graham** (Mrs. H. James) moved on Mar. 1 to 6 River St. in Concord, Mass., where her husband is assistant rector at Trinity Episcopal Church. **Susan Little Kramaric** (Mrs. Peter S.) is secretary to an assistant professor of Psychiatry who is also chief of Psychiatric Inpatient Service (Grace-New Haven Community Hospital) and to the chief psychiatric social worker, Dept. of Psychiatry, New Haven, Conn.

William Hartnett is manager of customer services in the Computer Div., government and industrial group, of the Philco Corp. in Washington, D. C., and is living at 1026 29th St., N. W., Washington. **John Chase** is an account executive with Fuller, Smith, Ross, Inc. of San Francisco, Calif., and is living at 2887 Green St. in San Francisco. **Norman Crowder** finished his tour of duty with the Navy in Jan. and is now a student in the Rackham School of Graduate Studies at the University of Michigan; his address: 306 Lloyd House, West Quad., University of Michigan, Ann Arbor, Mich. **Marjorie Robbins Hurt** (Mrs. Thomas) is working for Gray and Rogers, advertising, in

Marriage

Dr. Richard H. Perry to Miss Elizabeth J. Barnes, Jan. 30.

Birth

A son, Michael, to **Mr. and Mrs. George V. Usher, Jr.** (**Joyce Ward, '52**), June 22.

Kenneth Baker is teaching English and history at Kimball Union Academy in Meredith, N. H. **Marshall Figgatt** has been appointed vice-president of Woodcock, Moyer, Fricke and French of Philadelphia. **William Whittemore** and his wife, **Carol Cadmus, '52,** are back in the United States, living at 37 Westwood Rd., Stamford, Conn. **Frank Vogt** is an English teacher at Gould Academy in Bethel, Me. **Dr. Richard Perry** is associated with Dr. Abijah Pierce in the practice of orthodontics at 58 Federal St. in Greenfield, Mass. **Alexander Iannone** is district sales manager for Pratt Muffler Div. of Chicago, Ill.

1952

Class Secretaries: **William Trask,** 387 Burncoat St. Worcester, Mass. **Marcia McIntire Allen,** 89 Forest St., Worcester 9, Mass. *Alumni Fund Chairmen:* **Dr. William A. Coy,** 32 Arundel Ave., W. Hartford, Conn. **Phyllis Mortimer Porter,** Squadron Line Rd., R.F.D. 1, Simsbury, Conn.

Marriage

Richard N. MacNair to Miss Wanda D. Wiechels, Jan. 2.

Births

A daughter, Suzanne Clark, to Mr. and Mrs. William C. Betterley (**Jacqueline Johnson**), Dec. 9. A daughter, Claudia, to Mr. and Mrs. Lee Andrews (**Carol Brautigam**), Nov. 16. A son, John Christian, to Mr. and Mrs. Francis Patti (**Barbara Barbutti**), May 27, 1959; address: 1208 Campbell Rd., Wantagh, N. Y. A son, Douglas Alan, to Mr. and Mrs. Richard E. Bastian (**Carol Annable**), Sept. 13. A son, Paul, to **Mr. and Mrs. Donald Beck** (**Priscilla Kay**), July 2. A son, James Richard, to Mr. and Mrs. Joseph R. Bove (**Nancy Harrison**), Nov. 15. A son, Seth Witham, to Mr. and Mrs. Seward B. Brewster (**Carol Witham**), Jan. 7; address: 4 Fenimore Rd., Worcester, Mass. A son, Kenneth, to Mr. and Mrs. Newton A. Burgess, Jr. (**Martha Peck**), May, 1959. A daughter, Martha Jane, to Mr. and Mrs. James H. Cooke (**Jane Rupp**), June 29. A son, Stephen, to Mr. and Mrs. George F. Dixon, Jr. (**Ann Perry**), July, 1959. A son, John Mitchell, to Mr. and Mrs. Robert L. Fitz (**Elizabeth Mitchell**), Oct. 3. A son, Samuel Hart, to Mr. and Mrs. William Garner, Jr. (**Rosemary Dellinger**), Sept. 5. A son, Thomas Audley, to Mr. and Mrs. Peter Labé (**Marilyn Brindley**), July 10. A daughter, Stacey, to Mr. and Mrs. Joseph H. Lyon (**Barbara Osborne**), Aug. 10. A son, James Bradford, to Mr. and Mrs. John M. McIntyre (**Charlotte Olsen**), June, 1959. A son, Douglas Locke, to Mr. and Mrs. Louis M. MacCartney (**Sharon Locke**), Mar. 30, 1959. A daughter, Jean, to Mr. and Mrs. William J. Mortimer (**Marion Thomann**), June 28. A son, Charles Alexander, to Mr. and Mrs. Robert D. Porter (**Phyllis Mortimer**), Oct. 30. A daughter, Rachel Clayton, to Mr. and Mrs. George S. Stanford (**Ann Warren**), Nov. 16. A son, Stewart Douglas, to Mr. and Mrs. Douglas W. Sylvia (**Mary-Jean Burr**), Nov. 16. A daughter, Mary Katherine, to Mr. and Mrs. Arthur A. West (**Margaret Lewis**), Aug. 6. A son, William, III, to **Dr. and Mrs. William Curran, Jr.,** Dec. 16. A daughter, Jenifer Mercer, to **Mr. and Mrs. William Huey, Jr.,** Aug. 14; address: 12 Barley Cone Lane, Rosemont, Pa. A daughter, Toby Meredith, to **Mr. and Mrs. Allan MacKinnon** (**Dorothy Cobb**), Aug. 25. A daughter, Marilyn, to **Mr. and Mrs. E. Charles Majer** (**Eleanor Wampler, '51**), Feb. 12, 1959. A daughter, Mary Zanah, to **Mr. and Mrs. William Stotz, Jr.,** Oct. 26. A third son, David, to **Mr. and Mrs. Richard Wadsworth** (**Ann Tilton**), Oct. 27; address: 185 David Court, Williamsville 21, N. Y. A daughter, Pamela Ann, to **Mr. and Mrs. Douglas Webb,** Oct. 29. A son, Charles, to **Mr. and Mrs. Nathan Whiteside,** Aug. 1. A son, Robert, to **Mr. and Mrs. John L. Taylor** (**Barbara Becker**), Jan. 13.

Charles Archibald, Jr. is regional director of Mental Health Services for the New Mexico State Hospital System; his address: c/o Postmaster, Las Cruces, N. M. **Elizabeth Parker Burrows** (Mrs. William D.) is a postdoctoral fellow in Chemistry at Massachusetts Institute of Technology and is living at 100 Memorial Dr., Apt. 11-16-C, Cambridge, 42. **James MacTiernan** is finishing work on his Master's degree and is living at 702 No. 27th St. in Omaha, Neb. **Joan Benedict Brady** (Mrs. John) now has a family of two, James Palmer, five and a half, and June Pamela, two and a half; they are living at 10204 Broadway, Indianapolis 20, Ind., where her husband is research psychiatrist at the Indiana University Medical Center, Institute of Psychiatric Research.

Richard Thayer has been appointed as agency supervisor of the Philadelphia office of The Connecticut Mutual Life Insurance Co.; he is living at 26 West Ave. in Springfield, Pa. **Nancy McAllaster** is a research technician at the University of Colorado Medical School and is living at 1201 Albion St., Denver 20. **Lorna Bowlby West** (Mrs. George) received her M.S. degree in Zoology from the University of Illinois, last June, after having completed a thesis in the field of experimental Zoology, concerned with growth and development. **Roger Handy** is working for United Research, Inc. of Cambridge, Mass., and sharing an apartment with **Walter Hollister,** at 70-B Beaconwood Rd. in Newton Highlands.

Herbert Melchior is a teacher and research assistant in the Dept. of Biological Science at the University of Alaska; address: Box 161, College, Alaska. **Jeanne Duvall** is in Chambley, France, this year, as a civilian employed by the Air Force to teach children of overseas Air Force men. **Nancy Berquist Rickard** (Mrs. Edward T., Jr.) is doing graduate work in Fine Arts at the University of Colorado, this year. **Richard Gordon** works for Hayden, Stone and Co., in New York City. **Marion Olds** was married to Henry Precht on June 22, 1958 and they now have a daughter, Katherine Anna, born June 16, 1959.

1953

Class Secretaries: **Alan R. Kimbell,** 5221 Graceland Ave., Indianapolis 8, Ind. **Ann Almquist Hart,** 82 Thrush Ave., Dorval, Que., Canada. *Alumni Fund Chairmen:* **Roger B. May,** 247 So. 16th St., Philadelphia 2, Pa. **Peggy Koster Hersperger,** 355 Clinton Ave., Brooklyn, N. Y.

Marriages

Charles W. Dunn, Jr., to Miss Olivia E. Hutchins, Dec. 5. Lyman J. Gregory, Jr. to Miss **Clementine Wininger,** Dec. 12.

Births

A son, Paul George, II, to **Mr. and Mrs. Paul Hudson** (**Corolyn Johnson, '51**), May 16, 1959. A son, William Joseph, Jr. to **Mr. and Mrs. William J. Cahill** (**Jeanne Parker, '52**), Jan. 12. A daughter, Cynthia Ann, to **Mr. and Mrs. Howard S. Thompson,** Sept. 17.

Marion Seymour is a student at the New York School of Social Work and is living at 320 W. 89th St., Apt. 7-A, in New York. **Richard Ireland** is personnel manager for Sprague Meter Co. in Bridgeport, Conn., and is living at 52 Papurah Rd. in Fairfield.

1954

Class Secretaries: **Christopher D. Van Curan,** 44 Pequot Rd., Wayland, Mass. **Maureen Kane Steinecke,** 904 Larch Rd., Takoma Park, Md. *Alumni Fund Chairmen:* **Dr. James R. Ralph,** 2385 E. Bailey Rd., Cuyahoga Falls, O. **Nancy Whittemore Nickerson,** 7 Ivy Pl., No. Plainfield, N. J.

Marriages

Dr. Foster Kay to Miss Betty Ann Stults, Nov. 27. Evan M. Odden to Miss

Bicknell is stationed in Hawaii for the next two years; the address for him and his wife, **Martha Logan, '62,** is Casual Mail Directory, A.P.O. 957, c/o P.M., San Francisco, Calif. **J. Arnold Bieling** has enrolled as a member of the Jan. 1961 class of the American Institute of Foreign Trade in Phoenix, Ariz.; he is specializing in Latin America and taking the school's intensive training course in preparation for a career in American business or government abroad.

Honorary

1930—The **Rev. W. R. Jeliffe,** former board chairman of the New York City Mission Society, died on Dec. 26 in Princeton, N. J. Dr. Jeliffe had been associate minister of the Madison Avenue Presbyterian Church for twenty-two years, before joining the Mission Society in 1930 as executive vice-president. He had been a director of the Society since 1911. He was a graduate of Union Theological Seminary.

Master's

1949—**Truman M. Webster** received his Ph.D. degree from Ohio State University in Dec.

1954—**John Noyes** who has been a member of the faculty of the Taft School since 1945, was appointed chairman of the Modern Language Dept. in Jan. He received his A.B. degree from Harvard and has also done graduate work at the University of Caen in France and travelled extensively in Europe.

1955—**Rita Goldberg** has been appointed group leader to Spain for the 1960 summer program of The Experiment in International Living, involving some 1500 persons, aged 16–35, who are going abroad to gain first hand knowledge of another country's customs and culture. Miss Goldberg is assistant professor of Spanish at St. Lawrence University, in addition to being a member of the Student Affairs Committee, vice-president of Phi Beta Kappa, Foreign Student Advisor, faculty advisor of the Spanish Club, and faculty advisor of the Newman Club.

1956—**Edward C. Cumming** died suddenly of food poisoning at his mountain cottage near Sylvia, S. C., on Feb. 6. He had been teaching at Converse College in Spartanburg, S. C., for two years but had resigned and moved with his family to his mountain cottage last September to work on a novel of contemporary life after which he planned to begin work on his doctorate. Mr. Cumming was graduated from Harvard in 1954 and had studied in Paris under Fulbright and Rotary International fellowships. He is survived by his wife and two young daughters.

Obituaries

1909—**Frank A. Farnsworth,** 73, died this past winter in Havanna, Cuba. For a year following his graduation from Middlebury he taught. From 1910–18 he was with the Edison Co. of New York, then the West India Oil Co. and later the Marine Dept. of the Standard Oil Co. of New Jersey, until his retirement. Mr. Farnsworth was a member of Chi Psi fraternity.

1911—**Alice E. Casey,** 71, died on Feb. 10 in Burlington, Vt. From 1915 until her retirement in 1952 Miss Casey worked for the Federal Government in Washington, D. C. She had been living in Bristol, Vt., since her retirement.

1913—**J. Sterling Moran,** 80, died on Jan. 15. He attended Middlebury for a year. Mr. Moran was a Y.M.C.A. secretary in Virginia and Vermont, then a rural sociologist and economist with the Federal Government in Washington, D. C. In 1930 he was appointed census supervisor in the District of Columbia and during this time attended night classes at Southeastern University and received his law diploma from there in 1936. In 1950 he retired from the Social Security Board. Survivors include his wife, the former Nellie Bryant, and four sons, Paul, Alvin, Elbert and James.

1912—**Philip S. Andrus,** 70, died last fall in Cincinnati, O. Mr. Andrus attended Berkeley Divinity School for two years following his graduation from Middlebury. He then taught in high schools in Vermont until 1924 when he became an instructor at Ohio Military Institute, a position he held until his retirement in 1958.

1917—**Robert H. Bruce,** 66, died Jan. 22 in Exeter, N. H., where he has made his home for the past nine years. For many years he has been employed in the cost accounting department of Scott Williams Co., manufacturers of knitting machinery. He retired about a year ago. Survivors are his wife, the former Helen French, and a daughter, Mrs. Jean Huttunen.

1923—**Ernest E. Olson,** 62, died on Jan. 21 in Danbury, Conn., following a long illness. Mr. Olson attended Middlebury for one year and was graduated from Castleton Teachers College. He was a veteran of World Wars I and II and a member of Chi Psi fraternity. Survivors include his wife, three sisters, a brother and two stepdaughters.

1929—**Otto E. Hellauer,** 52, died on Jan. 11 at his home in Ansonia, Conn., following a long period of ill health. He attended Middlebury from 1925–27 where he was a member of Delta Kappa Epsilon fraternity. Mr. Hellauer was a general foreman at the B. F. Goodrich Sponge Products Div. He is survived by his wife, the former Marjorie Parker, and four sons, Robert, Edwin, Roland and Ronald.

1931—**Theodore T. Huntington,** 51, died on May 3, 1959, of chronic nephritis, following a long illness. Since his graduation from college he has been purser and accountant with the Grace Steamship Lines. During World War II Mr. Huntington served in the Navy with the rank of Lieutenant (j.g.). He was a member of Alpha Sigma Phi fraternity. His wife, the former Eunice Murphy, whom he married in 1944, survives him together with a son, Robert, 13, and a daughter, Anne, 12.

1932—**Alan R. Branch,** 49, chief authorizing agent for the State Department of Veterans Services, died Jan. 21. Mr. Branch attended Middlebury from 1929–31, having transferred here from Boston University. He then was an auditor-accountant with the American Field Service until he served with the British Ambulance Service in Africa and later with the U. S. Army in the Philippines, during World War II.

1941—**Capt. Allan Cobb,** 44, died of a heart attack in Tampa, Fla., on Feb. 20. He was a Lieutenant in the Army Air Force during World War II when he was a pilot of a B-24 and flew missions over Italy, France, Greece and Yugoslavia. During a mission over Italy he was shot down by enemy fire but managed to escape capture by making his way to Corsica. After completing his work for a degree at Middlebury in 1946 he became Assistant Director of Admissions here, a position he held until 1948 when he went to work for the Vermont Industrial Paper Co. In 1952 he was recalled to active duty in the Air Force. Because of physical disability, Capt. Cobb was retired from the Air Force in 1958 and has been living in Tampa, Fla., since that time. He was a member of Chi Psi fraternity. Survivors are his mother, a son and two daughters. His wife, the former Margaret Hennessy, died a few years ago.

1955—**Lothrop M. Willis, Jr.,** died by drowning while scuba diving off Point Loma at San Diego, Calif., on Nov. 15. He attended Middlebury for a year and, has been in the Marine Corps for four years. Since 1957 Mr. Willis has been studying for a degree in electronic engineering at San Diego State College. Survivors are his wife, the former Kathleen Earnest, two daughters, Carol Ann and Pamela Lothrop who was born on Nov. 26.

Radio-TV traffic control; her husband, a 1953 Harvard graduate, is with Pan American Airlines in Philadelphia and they are living at 1624 Pine St., Philadelphia. **Walter Mears** is now with The Associated Press at 230 Congress St. in Boston, Mass. **Donald Swenor** is communication engineer for NATO in Long Island City, N. Y.; his address: 2889 E. 196th St., Bronx 61, N. Y.

1957

Class Secretaries: **Merrill J. Mack,** 138 E. Pleasant St., Amherst, Mass. **Barbara Wilson Woolman,** 214 West Little Creek Rd., Bondale Apts. 8-B, Norfolk 5, Va. *Alumni Fund Chairmen:* **Peter S. Howell,** 14 Chiswick Rd., Apt. 3, Brookline, Mass. **Suzanne Lehman Andrews,** 1932 E. 116th St., Apt. 24, Cleveland 6, Ohio.

Marriages

John B. Middleton, Jr. to Miss **Virginia Havighurst, '58,** Sept. 5; address: 913 So. Greenwood Ave., Columbia, Mo. Ralph F. Gildehaus to Miss **Betty J. Davis,** Jan. 16; address: Ivy Manor Apt. 5, 3609 E. 32nd St., Tulsa 5, Okla. **James L. Evans, III** to Miss **Marilyn Coutant,** Sept. 5; address: 1521 Spruce St., Philadelphia, Pa. Lt. Maurice M. Dow to Miss **Sylvia A. Griswold,** Dec. 28; address: Box 6038, 961st AEW and CRON, Otis Air Force Base, Mass. **Donald B. Small** to Miss Margaret Barton, June 13. Robert F. Zimmerman, Jr. to Miss **Patricia A. Timpson,** Apr. 14, 1959; address: 114 Franklin St., Morristown, N. J. Robert T. Neff to Miss **Diane Hildebrand,** Feb. 6.

Births

A son, William Bradford, to **Mr. and Mrs. J. Bradford Sargent (Ruth Haynes, '59),** Jan. 8. A daughter, Katherine Lewis, to Mr. and Mrs. William F. Albers **(Stephanie Lewis),** Sept. 9; address: 1106 Union St., Schenectady, N. Y.

Virginia Havighurst Middleton (Mrs. John) is a secretary in the Art Dept. at the University of Missouri. **Ewart Thomas** is in the relations training program of the General Electric Co. and is living at 1862 Yorktown Rd. in Cincinnati 37, O. **Ann Boyer Scriggins** (Mrs. Larry) is doing upper school guidance and teaching at Roycemore School in Evanston, Ill. **George Green** is in the sales training program of the Weyerhaeuser Sales Co. in Raymond, Wash. **Flora Fisher** is a graduate student in French in Montreal; her address; c/o J. Evain, 1259 Bishop St., Montreal, Que., Canada. **Suzanne MacDonald** is teaching in Munich, Germany, for a year; her address: American Elementary School No. 2, Munich, A.P.O. 29, c/o P.M., New York, N. Y. **Nancy Berkowitz** is a secretary for Donaldson, Ray, McMullin Associates in Cambridge, Mass., and is living at 4 Chauncey Terr., in Cambridge.

Susan Tisdell is an assistant in charge of field representatives for Elmo Roper Associates in New York City and is living at 244 E. 78th St., Apt. 3-B in the city. **Martha Davenport** is acting assistant buyer in sporting goods and luggage for Hahne and Co. of Newark, N. J., and is living at 532 Berkeley Ave. in Orange, N. J. **Sandra Nelson** is a foreign service officer for the U.S. Foreign Service; her address: 2936 Macomb St., N. W., Washington 8, D. C. **Marilyn Coutant Evans** (Mrs. James L.) is a secretary in the president's office at the University of Pennsylvania and is studying for a Master's degree at night school. **George Corey** is teaching in the Calvert County High School in Prince Frederick, Md. **Paul Fithian** is studying with Ula Hagen while working at N. B. C. He has appeared on several TV programs this past year including "Our American Heritage," "Mrs. Miniver" and Heminway's "The Fifth Column." **Bradford Nichols** has accepted a position as salesman with the Republic Steel Corp. of Cleveland, O.; he and his wife, **Maxine Vought,** are living at 351 Riverdale Dr., Cleveland 16.

Joan Grenier is assistant and secretary to the window designer and decorator of Cecilia Staples, Inc. in New York City and is living at 854 West End Ave., Apt. 4-F, in the city. **Lt. Robert Hutchins,** liaison officer of Hqs. and Hqs. Co., 1st Battle Gp., 4th Infantry, was awarded the Army's Commendation Ribbon with Metal Pendant recently, for meritorious service while assigned with the 9th Cavalry in Korea. **Patricia Timpson Zimmerman** (Mrs. Robert) is working in the Warner-Chilcott Laboratories. **Betty Davis Gildehaus** and her husband, Ralph, are living in Tulsa, Okla., where he is a salesman for Union Carbide Chemicals Co. **Charles Palmer** joined the investment firm of Coffin and Burr on Mar. 1; eventually he will be involved with both corporate and individual investment sales.

1958

Class Secretaries: **Phillip O. Ormsbee, Ann Parnie Ormsbee,** 421 Ridgeland Ave., Beloit, Wis. *Alumni Fund Chairmen:* **Frank N. Hurt,** R.F.D. 1, Laconia, N. H. **Adrienne McLeod Heatley,** 233 E.69th St. New York 2, N. Y.

Marriages

Larry Scriggins to Miss **M. Ann Boyer, '57,** Dec. 26; address: 636 Waveland Ave., Apt. 4-D, Chicago 13, Ill. **Durick F. Salls, '60** to Miss **Mary Roemmele,** Dec. 19; address: 121 So. Main St., Middlebury, Vt. **Richard L. Nahley** to Miss **Mary L. Daniels,** Sept. 5; address: Reawood, Jefferson Park Circle, Charlottesville, Va. David B. Sheldon to Miss **Roberta Sanderson;** address: 3 Hawthorne Lane, Rosemont, Pa. **Craig Heatley, '60** to Miss **Adrienne McLeod,** Feb. 20.

Births

A son, Daniel William, to **Mr. and Mrs. John Meeson (Gail Spooner, '59),** Oct. 30. A daughter, Laura Eleanor, to **Mr. and Mrs. Michael Dehlendorf (Constance Crabbe, '59),** Dec. 26.

Eleanor Josephson Shea (Mrs. Francis) is teaching English and Social Studies in grade seven in Port Washington, N. Y. **Alice Mairs** is working with the St. Paul area Girl Scout Council as a district director and adviser to their public relations committee and is living at 1673 Delaware Ave., St. Paul 18. **Jean Lindblow** is teaching English at the Massachusetts Hospital School; she received her M.Ed. degree from Tufts Graduate School of Arts and Sciences last June. **Peter Coe's** new address is: USS St. Clair Cty., LST-1096, c/o F.P.O., San Francisco, Calif. **David Bates** is a sales trainee with Henry Lindenmeyr and Sons of Long Island City, N. Y., and is living at 15 Sunswyck Rd., Darien, Conn.

1959

Class Secretaries: **William W. Hussey,** 244 Haverstraw Rd., Suffern, N. Y. **Harriette C. Moseley,** Gillette Ave., Bayport, L. I., N. Y.

Marriages

Robert P. Carter to Miss Harriet A. Wason, Nov. 14. Lt. David E. Marshall to Miss **Cynthia W. Hall,** Dec. 18; address: 1820 Charles St., Fredericksburg, Va. **Lt. Henry H. Erbe, Jr.** to Miss Barbara A. Costales, Dec. 28. **David Murray** to Miss **Barbara Mitchell,** Dec. 27; address: Box 446, College, Alaska. **Theodore N. Parker** to Miss Patricia A. Denison, Jan. 2; address: 908½ 13th St., Tuscaloosa, Ala. **Lt. C. Richard Polzello** to Miss Lena Quesnel, Dec. 26.

Steven Smith is a consultant in mechanical translation with Remo Wooldridge of Los Angeles, Calif.; his address: 1303 No. Pierce St., Arlington 9, Va. **Anthony Garcia** is with the General Electric Co. in the advertising and sales promotion department and the advertising and public relations program. **2nd Lt. William Hahn** was assigned to the U. S. Army Biological Warfare Laboratories at Fort Detrick, Md., in Jan. **2nd Lt. Robert W. Ray** is in the Army; his address: Post Finance and Accounting, Fort George G. Meade, Md.

Ann Biggar is teaching English and Ancient History in the Jordan Junior High School in Palo Alto, Calif., and also working for a Master's degree in Education at Stamford University. **Frank Nolde** is studying for his Master's degree in history at Columbia University. **2nd Lt. Hilton**

(b) That a profound research into this finite variety of morals or values or standards or views of man will reveal that they have not a little in common.

(c) That this common area of morals, which belongs to what may be called the natural law or the law of nature, establishes the possibility of a fruitful dialogue between them.

(d) That one of the most urgent tasks today is the scientific demonstration of this basic core of natural law and its responsible detailed discovery among all cultures and all peoples.

(e) That one can therefore say, with respect both to the American situation and the world situation, that the minimum that ought to be set forth and taught is the area of the natural law that the diverse cultures have in common.

(f) That in addition to this common area, there is the task of elaborating the full plenum of what can be discovered by reason about the nature of man.

(g) That in addition to natural law, the West, including the United States, cannot divest itself from its distinctive Christian heritage, with the Judaic, Greek, Roman, Mediterranean, European views of man which have poured into it.

(h) And that, therefore, an immediate urgent task, challenging alike statesmen, philosophers, educators and men of religion, is to reestablish faith in this tremendous Western heritage, and to enter into a most intensive investigation into the deepest that there is about man in this heritage.

(5) *How should they be taught?* We said values admit of a rational account. Take courage, for example: you can investigate this value by reading all that has ever been written about it, or the best that was written about it; and after a month or two of profound inquiry and analysis, you will come out with a carefully-reasoned book or chapter on courage, in which you will set forth its nature, refute this or that view of it, develop the kinds and grades of courage, give copious examples of courageous acts and courageous people, and place it in general in its right place in the total scheme of values. In the end you will have worked out an intellectual account of courage whereby it becomes quite clear what courage is and what courage is not, and how to distinguish true courage from the brand that is a counterfeit and a sham. The truth of courage and about courage has been set forth.

The same is true of all values or virtues: their truth can be intellectually set forth.

How values should be taught, then, becomes, on the intellectual side, how to work out their authentic truth in books of ethics, and how to teach these books in schools and colleges as you would teach any other discipline, like mathematics or economics or history or literature. It cannot be repeated too often that theoretical or intellectual culture is of the utmost importance in this field, just as it is in other fields: you cannot realize a value in your life without knowing *what* you have set out to realize, and if you realize it you cannot be sure that you have done so without the conception of it in your mind. Therefore good courses in ethics are as important in education as—in fact because of the present crisis in morals they are more important than—any other courses. Just as there is a study called the philosophy of the state or the philosophy of history or the philosophy of science, so there is such a thing as the philosophy of morals or ethics; and since this has to do with the very worth of man, there should always be a top priority for grounded courses in ethics in any system of education. Theoretical culture is the very health of the mind; because that is what the mind is—to dwell in the land of light, to rejoice in vision, to be at home in theory, to contemplate the truth. And theoretical ethical culture doubly rejoices the mind: first because it is vision, and secondly because it is vision of the highest good of man.

In the sciences theory must be wedded to practice: to experimentation, to application, to field work, to internship, to experience in the world. The idea must be embodied if it is to be real. If this is so in the natural and social sciences, one can say it is infinitely more so in the science of ethics. For here you are dealing not with the atom, nor with the sun, nor with an external economic process that may *or may not* make a difference to your character, nor with a form of government that may *or may not* make a difference to your total worth as a human being: *here you are dealing literally with yourself*. You could not therefore be more interested. You could live your whole life and be a good man without knowing much about the atom or the processes of government, either in theory or in practice; but you cannot live one day and be a good man without knowing goodness and being good. Consequently, theoretical ethical culture, so desperately needed in the schools and colleges today, must be mightily supplemented by every possible practical means that will promote and develop goodness and that will build up the habit of virtue.

This means:

(1) A clean and healthy family life, full of love, devotion and understanding: one cannot blame his children if they have to endure an unhappy family, if they are little loved and little understood precisely by those who alone can really love and understand them!

(2) A clean, orderly and disciplined atmosphere and rule in the school: one cannot blame his children if the school atmosphere itself fails to hold them up to their highest!

(3) The reading of some forty or fifty biographies of wonderful men in history, including some saints: one cannot blame youth if they do not know that men and women of very great virtue flourished and fought for the integrity of their soul against all odds!

(4) A wonderful circle of friends with whom one can discuss and laugh and have lots of fun and be wholly himself and free, and who will keep on loving him despite every trial in his life, in their life and in the world: one cannot blame his son or daughter if for some reason they have fallen in with bad company who, far from sustaining and lifting them morally, always drag them down!

(5) A vigorous art and literature in which so-called realism is restrained by emphasis upon the healthy, the normal, the strong, the heroic, the beautiful: one cannot blame youth if the great works of literature and the great masterpieces of art tend more and more to bring out only the abnormal, the erratic, the instinctive, the deformed, the ugly!

(6) A responsible press, cinema, radio and television, in which the motive is more than mere commercialism, and the appeal is more than to the dark and shady side of life: one cannot blame youth if these wonderful media of mass information, education and entertainment do not always elevate and refine their soul, and mould it in the image of the highest possibilities of human existence!

(7) An active Church life in which one is constantly exposed to the judgment and forgiveness of God: one cannot blame youth if they do not know that the law of God is perfect, converting the soul, and His testimony sure, making wise the simple; or if the Church does not actively reach out for them in such a way as to show them that God is more to be desired than gold, yea, than much fine gold (Ps. 19)!

The means of actualizing virtue in human existence are the good family, the good school, the example of great and noble men, real friends, sublime art, responsible media of communication and suggestion, and active religious life. It follows that, if there be any virtue, and if there be any praise, think on these things (Phil. 4:8)!

FRATERNITY EVALUATION COMMITTEE

(*Continued from page 4*)

"As of April 1st your Committee Chairman is pleased to report that all elements of the College, including students, Fraternity presidents, the I.F.C., neutral men, and the Faculty are expressing a keen interest in the workings of the Committee and much of the information necessary to the Committee's deliberations is being furnished on an entirely voluntary basis by Fraternities and the Interfraternity Council.

"As Chairman of the Committee I would like to invite expression from any members of the Middlebury community concerning any aspect of Fraternity life at Middlebury and assure those who express their interest in this means that their thoughts will be given every consideration by the Committee. It is gratifying to note that the interest and cooperativeness of all members of the Middlebury community in the work of this Committee has been unusually fine and will be of inestimable help to the Committee in its future deliberations."

Members of the Fraternity Evaluation Committee include: (*Trustee Members*) Elbert C. Cole, '15; Dr. Stewart Ross, '20; and, Paris Fletcher, '24; (*Alumni Members*) Rev. James C. McLeod, '26 (D.U.), Rev. Wallace Short, '54 (Neutral), Chandler D. Nims, '58 (Z.P.), William J. Cahill, '53 (P.K.T.), Dr. Charles J. Lyon, '18 (A.S.P.), Dr. Frank Piskor, '37 (C.P.), Karl Brautigam, '22 (D.K.E.), Ivan Hagar, '09 (K.D.R.), John W. M. Clark, '53 (T.C.), Henry Caswell, '49 (S.P.E.), George E. Shaw, '10 (K.D.R.), Douglas East, '54 (A.T.O.); (*Faculty and Staff Members*) Frederic W. Swift, Dr. Howard M. Munford, '34, Dr. Walter A. Moyer, Dr. Horace P. Beck, Dean Reynolds, Dean Elizabeth B. Kelly, Chaplain Charles P. Scott, Gordon C. Perine, '49, and Lockwood Merriman.

"CRISIS IN UNDERGRADUATE EDUCATION"

(*Continued from page 5*)

important product of this level. Dr. Bowles felt that all of the institutions tend to fall into the pattern of the select level. The lower level institutions make possible the value of the higher level ones by draining off the unfit."

Dr. McCune devoted the major portion of his talk to "The Design of the New College." He is chairman of the Committee appointed by the presidents of Amherst, Mount Holyoke, Smith and the University of Massachusetts. He pointed out the problems facing the committee in the process of planning this New College and in the maintaining of high educational standards in a growing society.

PRESIDENT'S PAGE

(*Continued from page 7*)

wish to add that I think of the four-course program for Middlebury as a worthwhile experiment but not as a definitive or final solution of all educational problems. I think of it furthermore as a flexible experiment with each department given the opportunity to test out its own methods and procedures for best utilizing the additional time available to students carrying fewer course contact hours.

Earlier in this century we witnessed the vast expansion of public high schools and the decline in the number of private academies. Today however the independent schools which have survived are I think stronger than ever. This is perhaps true because they did not expand their curricula to include the array of studies offered in the typical high school. In the years ahead, there will be a great expansion of the facilities and enrollments of publicly supported state universities. The independent small college will not, I think, be able to match such facilities nor the breadth of their offerings in the rapidly expanding fields of specialized knowledge. Yet just as the independent schools have pursued excellence by avoiding the proliferation of courses and subject matter, so I believe in the coming decade the independent small college can pursue excellence by restricting its effort to the achievement of what it can do well. I believe that we can more than justify our existence if we avoid aping the great universities and concentrate upon an excellence in teaching and learning in those arts and sciences basic to a liberal education.

Samuel S. Stratton

SHOULD VALUES BE TAUGHT?

(*Continued from page 10*)

asserted "man does not think," "intellectual comprehension does not exist," and everything is a matter of techniques and skills. (g) The spread of certain immoral or at least amoral philosophies, including materialism, communism and the blight that has descended upon philosophy whereby it is reduced to a mere analysis of language. And (h) the confusion arising from the multiplicity of morals in a shrunken world, leading to the belief that there are no common standards and that different men, different communities, different cultures, can be each its own judge in matters moral.

We are dealing therefore with a total cultural situation, involving every aspect of human existence. But man is infinitely more than a machine; he is infinitely more than an animal. On this assertion Western civilization stands or falls. We are dealing therefore with the greatest crisis of Western civilization: its view of man. Man can seek and know the truth; man can be noble and just and unselfish; man can resemble God. And all these things man can learn. Therefore all these things man should learn.

(4) *Which values should be taught?* In the present world this question assumes a special poignancy. There are two situations to be considered, the situation in the United States and the situation in the world at large. The United States is made up of diverse cultural strains. The values of these strains do not all coincide. In the higher interest of national unity a certain degree of pluralism is therefore necessary. This means that the divers groups should tolerate each other's diverse standards. The question, which values should be taught, has then fundamental political implications. Nothing should be imposed on anybody and the fundamental unity of the nation must be preserved. There is thus an order of mutual respect. On the world scene, this earth of ours has miraculously shrunk, and diverse peoples and cultures feel each other's presence, and know about each other, and are critically challenged by each other, more than ever before. In the researches of Toynbee the whole history of man appears to reveal about a score of fundamental outlooks—a finite number, but still a considerable number. Western civilization cannot therefore take itself for granted: it must fight both for its existence and its values. Both situations, the American situation and the world situation, and this latter both in space and time, tend, when concretely and responsibly faced, to confuse the mind no end. Amidst this bewildering array of values, the question, which values should be taught, becomes one of the deepest moral questions of this age.

I cannot go into this matter in any detail. I will only suggest:

(a) That bewildering as the variety of morals is, it is not an infinite variety; and that is most important philosophically.

operating with strange, proud peoples we are just beginning to know.

Liberal education must equip Americans to surmount unimaginable new challenges. It must help man to remember his past, and maintain his humanity as he proceeds towards the fellowship of the stars.

WITH OUR FACULTY

(*Continued from page* 15)

procedures. Dean DeVane of Yale countered this with the insistence that there is no substitute for wisdom and knowledge in college teaching. Dr. Theodore Brameld, Professor of Educational Philosophy at Boston University, plead for the inclusion of work in the behavioral sciences for all prospective college teachers as commensurate with the biological sciences for doctors of medicine. He protested that liberal arts teachers are frequently allowed to operate without practice and that all too often there is no provision for internship in the PhD. program. The protected position the college teacher enjoys in the sanctum of his classroom contributes to the serious consequences of this deficiency.

But during subsequent discussions there was substantial agreement that most doctoral programs do provide candidates with actual teaching experience under supervision; that there is no place for formal work in teacher training in PhD. requirements though some adjustments in doctoral programs to the use which candidates intend to put the degree might be considered. Fewer than 25% of PhD. recipients in the natural sciences are entering teaching, although the percentage reaches 80 in other areas. The opinion that doctoral research is a broadening rather than a narrowing experience in the discipline of the graduate student found majority support. Prior to the conference, the presidents of the 90 accredited New England colleges had indicated on a questionnaire that they are quite happy with the quality and teaching competence of the young PhD. joining their staffs today.

Faculty Notes

We have been saddened to learn of the deaths of Professor John Alford, John Haye Whitney Visiting Professor of Fine Arts at Middlebury for the year 1954–55, and of James J. Hoffman who died at the early age of 34. Mr. Hoffman held the Prix de Rome from the fall of 1953 through 1956. He also taught Fine Arts at Middlebury during the second semester 1956–57.

Miss Janet S. Reed, '61, has written on "Fine Arts in the Green Mountains" in the February 1960 *Educational Screen and Audiovisual Guide*. There are several illustrations of the Campus and Carr Hall and much praise for Professor Healy for his successful and comprehensive course program without the benefit of nearby art galleries and museums. The extensive and effective use of audiovisual methods (slides) is particularly stressed.

With the closing date for applications close at hand the Directors of Admission have announced a total of 2300 applicants for the Class of 1964. Alumni always indicate tremendous interest in admissions policies, trends, and statistics and properly so for here is an area where every alumnus can influence the Middlebury of tomorrow. At the close of another rush season in the Admissions offices, Miss Wells and Mr. Neuberger submit the following:

"Middlebury's fame as a fine small liberal arts college has spread far and wide in the past few years. Many candidates are applying from schools in parts of the country that have not previously been well represented in our student body. The 'rumor' that Middlebury is 'hard to get into' is not without a factual basis, either, as we are attracting top-ranking applicants from the most competitive college-preparatory high schools and independent schools in many parts of the United States. There is no doubt that Middlebury will continue to enroll its share of the most capable college-bound students and that they will, as individuals, keep faith with the ideals and traditions of the College all alumni hold dear.

"If reassurance to our alumni is needed we are happy for this opportunity to repeat that superior academic aptitude and performance are becoming increasingly important candidate characteristics but are weighed heavily in an applicant's favor only when desirable personality and character traits such as seriousness of purpose, integrity, emotional maturity, intellectual curiosity, industry, and social responsibility are also present."

The New Mexico Bureau of Mines and Mineral Resources has published "Geology of Union County, New Mexico" of which Part I was written by Dr. Brewster Baldwin of our geology department. The book is a detailed technical report of geological conditions in the area with many maps and descriptive illustrations. Dr. Baldwin's collaborator was Professor W. R. Muehlberger of the University of Texas.

Dr. Wayne H. Davis (biology) has an article entitled "Taxonomy of the Eastern Pipistrel" in a recent number of the Journal of Mammalogy. Dr. Davis shares Dr. Hitchcock's interest in research concerning bats and has here prepared a much needed classification of the eastern pipistrel species, *Pipistrellus subflavus*.

MIDDLEBURY'S LONG-TIME FACULTY

(*Continued from page* 16)

Steering Committee of the Foreign Language Program of the Mod. Language Ass'n, and has contributed many articles to the professional journals. He holds the honorary degree of LL.D. from Norwich Univ., and L.H.D. from Univ. of Vermont; and has been decorated Chevalier de la Légion d'Honneur by the French Government. He is President of the Middlebury Chapter of Phi Beta Kappa.

He is still teaching ten hours of classes a week, in addition to administrative work and supervision of the Summer Language Schools and the Graduate Schools Abroad.

MIDDLEBURY IS YOUNG!

(*Continued from page* 17)

Honors. Three other members of the Committee—Bielli, Ewell and Woodin—are under thirty-eight years of age. The Educa-

LIBERAL EDUCATION AND NATIONAL NEEDS

(*Continued from page* 13)

playing the game by new rules, or will he precipitate universal suicide?

While we are not perfect, America is ahead of the rest of mankind in the search for a cure for racism. Here people of every race manage to work together for the common good. In our Congress today an Arab, a Sikh, a Chinese, a Japanese, American Indians, Negroes, and whites are cooperating for the welfare of one nation. Nowhere else is there such a national assembly.

It is difficult to see how one species divided against itself can successfully surmount some of the obstacles in its path. We must create through education a wiser and more tolerant generation.

Only a wiser people will be worthy of the great adventure which awaits mankind. We stand today on the threshold of infinity. This small world, with its mixed and mutually suspicious peoples, is about to join the vast congregation of the heavens.

An American in Moscow was being entertained by several high Soviet officials. The American said: "Wouldn't it be better for man to go out to the stars as a united family, rather than to go forth hating and killing, and carrying death like a plague to the universe?"

The Russians consulted among themselves, and answered: We are going out there alone. You are not going."

Thus we seem to be committed to carrying into the cosmos the competition and distrust which have made the earth a bloody battle-ground.

We are told that there are probably fifty billion planets in our galaxy, and that there are millions of galaxies in our universe. Every challenge man has ever faced, every opportunity he ever has had, every discovery he has made, is a pale prelude to the tremendous adventure before him. The great question is whether man will be tolerated out there if he continues to act like a savage.

Here is education's greatest opportunity: to train a generation worthy of this adventure, and capable of dealing with whatever may await man out where no son of earth has trod.

OUR nation needs men and women equipped by liberal education for service and for leadership. However, our present college curriculum is not meeting this need.

The standard American liberal arts curriculum is a relic of Victorian imperialism. It developed in an age which assumed that all of the world which is worthy to be taught to Americans is Western Europe, the Mediterranean basin, and North America. It assumes that East is East, and West is West, and that the West is wiser, purer, and more noble than the East.

There are many examples of the illiberality of American liberal education. One is the tendency to assume that the humane philosophy which is the foundation of Western democracy is an exclusive possession of the West. Thus Matthew Arnold taught that sweetness and light exist west of the Hellespont, and that tyranny and unreason are characteristic of the East. Yet the philosophers of ancient China and India taught many of the same truths which we learned from the philosophers of Greece and Rome. There are differences between the thought of East and West, but the parallels are more notable than the differences. Any system of education today which does not teach the basic unity of man's intellectual heritage is dangerously unsound.

Americans are beginning to discover the East, yet Eastern languages have a very small role in our curriculum. Eastern literature and art are still unknown quantities to the average American student. All in all, one of the most unchanging institutions in a rapidly changing world is the American undergraduate curriculum.

THERE is an urgent need for an immediate and intense re-examination of the foundations of the American college. We need a new philosophy of learning, and a new curriculum, which will make Americans aware of the basic unity of humanity. A system of liberal education designed to meet our national needs might have the following characteristics:

The humanities must have first priority. Here is the living record of man's achievements of mind and spirit during his rise from the mud towards the stars. But there must be no cultural or national restrictions. Through studying man's total heritage the student discovers the common humanity of all men.

We must strengthen greatly our standards in the natural sciences and mathematics. These disciplines are the foundation of space exploration, and of economic and military power. They are indispensable servants of a new culture.

There must be a new emphasis on the social sciences. It is imperative that man learn to understand himself better; there should be a new importance for archeology and anthropology as aides to such understanding.

Americans have grossly neglected foreign languages. No American should graduate from college who does not read, write, and speak a language other than English. There should be a wide choice of languages, including Russian, Chinese, Arabic, and Hindi.

The Fine Arts should receive more attention than we have ever given them. Every student should learn not only to understand and to appreciate these expressions of the human spirit, each individual should develop some competence to express himself.

These five areas of knowledge should be taught from the standpoint of humanity, rather than a single region or culture. Americans should learn that they are heir to many cultures, and thus gain a new awareness of a shared humanity. There should be these modifications in current practice to help the American student to gain a more liberal understanding of his times:

Each undergraduate should specialize in a single culture or area, in addition to his academic major. He should acquire an academic background designed to help him to understand people and events in this special region.

Ideally, the serious student should have the chance to spend one academic year overseas.

Because the educated person tomorrow must know much more than his father, the American college should adopt a five-year curriculum. The average student needs more time than is now available in his undergraduate course to secure an effective liberal education.

This new liberal training should be a standard prerequisite for all professional and specialized education. The scientist without a liberal background must find it hard to relate his knowledge to human needs. No specialist can make his maximum contribution to mankind without first studying man.

Liberal education should be as nearly as possible universal. National power, and the ability of man to survive, is based on trained intelligence. We cannot afford to waste any intelligence. Furthermore, the untrained mind can be a real menace, subject to unscrupulous exploitation.

LIBERAL education is no longer the privilege of the gentlemen. It is the right of the citizen, an indispensable introduction to advanced learning, and the foundation of national and international stability.

Liberal learning strengthens wisdom, skill, and understanding, which are essential to survival. The national interest requires a stronger liberal education which will give Americans an awareness of the humanity they share with all men and women everywhere. This new education must impart the courage and the skills Americans need to solve problems which might destroy mankind. It must teach them the humility and sensitivity needed for co-

by the E.P.C. and of their proposal. Their recommendations have now sparked a reappraisal of our offerings, sensitizing us to the deficiencies and weaknessses in our department offerings as well as alerting each of us to scrutinize and criticize his own individual courses and methods of instruction. Certainly student comment about the increasingly greater demand academically is definite evidence of a tightening up in certain areas. No one questions the value of such procedure.

Academic, or if one prefers, intellectual atmosphere is one of the chief objectives of the new program. The development of a serious, reflective attitude, the "philosophical habit" on the part of the student is, indeed, desirable. And though there will be casualties in the process of working out the new plan, just as certainly there will eventually develop a body of undergraduates more sincerely dedicated to the fundamental purposes of a liberal education.

(*Continued from page* 19)

DR. FREEMAN

would be placed upon the student to utilize his time well. Greater initiative, self-reliance, and ability to budget time would be demanded. Freshmen do not usually have this intellectual maturity, so the freshman courses would have to develop it, sometimes painfully, if the program is to succeed at the junior and senior level, particularly in the Senior Reading Course. The proposed English 12 Course, with its greater insistence upon writing, would be primarily responsible for developing the new attitude.

The opportunity for independent study may also solve one of the chief difficulties in the proposal—the loss of four free electives. Freshmen often do not know what they wish to specialize in, and need to "browse around" in a number of disciplines before deciding. Upper class students now take a fifth course for "breadth," often in some subject quite unrelated to their specialization or their vocational needs. This is good "liberal arts" policy, but it will be severely restricted by the new proposal. Nevertheless, the opportunity for more reading in the library, greater freedom to budget time for intellectual hobbies, and better correlation of courses, are possible answers. Besides, too many students now use the fifth course as a mere filler, so as to permit greater concentration upon the major. It would still be possible for a conscientious student to explore two or three areas before making his final choice of a major. Good advising would become even more essential.

THE effect upon the faculty would be likely to take two directions. The total student-course enrollment in the college would decrease by at least one-fifth. Some faculty time would surely be released. Altho the reduction would not be the same in all areas, the class-hour load of many of the faculty might be reduced to nine instead of twelve hours per week. On the other hand, independent study by students necessitates a large amount of individual consultation and guidance. A stimulated Reading Course and a larger Honors Program would move us in the direction of more tutorial work with heavier demands on faculty time. Even the lower ratio of class meetings to outside study would increase the requests for individual interviews. This plan is no panacea for our faculty work-load poblems.

Some types of instruction might find it necessary to maintain the present class-meeting ratio. This applies especially to the elementary and intermediate courses in foreign languages, where class explanations and supervised oral practice are the method, and where outside book-study offers diminishing returns. The plan would authorize four class hours a week in these areas. Even here, however, the procedures of laboratory practice, pattern drills, and oral tests with the aid of the tape-recorder and play-back, would make it possible for a student to accomplish more on his own. An expanded Language Laboratory with a staff of technicians and assistants, could largely replace the old concept of the professor and his fifteen students reciting a few minutes each, three times a week.

The plan would undoubtedly work a hardship on some students who, for vocational or personal reasons, have an omnivorous appetite. For instance, a student preparing for Foreign Service may not, under the new plan, be able to get all he wishes of History, Political Science, Economics, French, Spanish and Russian. Most programs are not so demanding, and the increasingly necessary graduate years will usually take care of the need.

MANY things have been claimed for the plan and the issue has been confused in faculty discussions because of this. The plan will not, and is not intended to get rid of "gut" courses; we have very few if any of them. It is not intended to sabotage certain departments. It is not meant to raise or lower the student-faculty ratio. After a few years of operation, it could conceivably throw much light on some of these questions, but it should not be adopted or rejected because of any such fancied implications. It would require from all concerned several years of loyal experimentation and much flexibility in implementation. Nevertheless, and taken as a whole, it can accomplish its basic purpose of creating a climate here at Middlebury in which our students can get a better education.

BOOKS TO READ

(*Continued from page* 20)

complete manuscripts of Thoreau that have been offered for sale—anywhere—in the past twenty-five years. Middlebury College was very fortunate to secure it.

Another noteworthy recent addition is the Jesuit Collection in seventy-two volumes, with the original French and Latin printed page by page together with the translation into English; a revealing and historically valuable account set down by the Jesuit priests in their work with the Indians in colonial "New France."

Again we say, whether you have a specific reason or are just casually browsing—"You come too."

GRACE S. DAVIS

A LOOK AT PHYSICS

(*Continued from page* 23)

velopment program which is here outlined.

The department has in the past sent a reasonable number of students from each graduating class to further study in physics and engineering. It aims to continue to send all it can prepare, to meet the present national needs. As do all other departments at Middlebury, the Physics department tries to keep teaching uppermost in its mind, and attempts to send out of its program well trained and clear thinking individuals.

IN, OUT, AND ABOUT A ROOM

(*Continued from page* 27)

the Chamber, holding an important position in the direction of Court functions and fetes. D'Aumont, a man of great taste himself, and in frequent conference with artists of all kinds, engaged as architect in charge of decoration, M. Paris.

In 1788 Tronard sold this hotel, which had become known as

tional Policy Committee which has labored long and hard on the Four-Course Curriculum proposal, is chaired by the dynamic and tireless Professor Paul Cubeta, the youngest member of the Committee except for Professor Harris. He is also the Assistant Director of the Writers' Conference.

In nearly every department, these young men are making their influence felt. Professor Howard Woodin has won honors and government research grants for his work in Botany. He is a member of the Committees on the General Examination, and on Honors. Professor William Rowan has a Public Health Service grant for research over a four-year period. Both are under thirty-six. The Chemistry Department is a striking example of four talented young men. Professor Grant Harnest has been an effective successor to Professor Perley Voter. Walter Moyer is one of our youngest and ablest Associate Professors. They, with Professors Roberts and Pool, make a splendid team, with an average age of thirty-nine. Geology-Geography combines increasing enrollments with heightened standards under Professor Roland Illick, now on leave to set up the Geography Department in the American University in Beirut, and Assistant Professors Malmstrom, Baldwin, and Siddall, showing an average age of thirty-seven.

The Social Sciences have received their share of young leaders. Associate Professor David Smith, Chairman of the Economics Department, Assistant Professors John Craven and Klaus Wolff are upholding the standards set long ago by Professor Fife. Associate Professor Thomas Reynolds puts in a full day as Chairman of the History Department and Dean of Men, ably seconded in History by the brilliant Associate Professor Pardon Tillinghast, Assistant Professor Charles Grant also in Teacher Training, and three capable instructors. The average age of all six is thirty-seven. Harris Thurber, a very young Associate Professor, brings to the Political Science Department valuable practical experience in politics, and two years as Dean of Men. Mr. Gordon Henderson has proved a welcome addition to the department. Assistant Professor Albert Ewell directs the expanding work in Psychology. Mr. Emery Flavin and Mr. Alexander Ricciardelli effectively bring the modern science of Anthropology to the Department of Sociology. The average age of these four men is thirty-five.

In the Humanities and Foreign Languages faculty also, enthusiastic young minds join with the experience of the older men. The English and American Literature Departments have a wealth of them—Professors Prickitt, Merriman, (who serves also as Dean of Freshman Men) Cubeta, Beck, Bowman, Clagett, and Instructors Shields, Potter, Whittier, Littlefield, all of superlative academic training. Some, like Dr. Clagett and Dr. Beck, publish a book nearly every year. Professor Bowman coaches an active and very successful debating program, having taken over from Professor P. C. Perkins. Mr. Reiff in Fine Arts, has just published a book on Indian miniatures. Chaplain Scott shows a sympathetic understanding of the undergraduate man and skill in building campus morale. Under Professor William Harris, the study of the Classics is showing a strong renascence after almost disappearing since the days of Burrage, Dame and White. Modern methods of teaching the spoken languages are receiving effective development under the imaginative supervision of Professor James Watkins, Director of the Hillcrest Language Laboratory. Professors Cubeta and Prickitt are Vice President and Secretary-Treasurer respectively of the Middlebury Chapter of Phi Beta Kappa. It is significant that all but two of the men who hold the rank of Assistant Professor on the academic faculty have the Ph.D. degree. These two deal with special subject fields.

The academic future of the College lies thus in safe hands, young men and women, intelligent, well-trained, enthusiastic about their subject, full of initiative, willing to experiment and and change. It is essential that the College treat them as it has treated me, loyally, understandingly, generously, so that each one of them may still not be ready to leave, after thirty-five years.

SHOULD WE HAVE A FOUR COURSE PROGRAM?

(*Continued from page 19*)

DR. BEERS

tual group. A selected number of our better students would find such an opportunity highly beneficial and satisfying, but for a significant percentage of the student body the procedure referred to above is questionable at this time. However, the increasing emphasis in secondary schools on the preparation of students for serious, independent study should in a few years produce a student body qualified to undertake a program such as we are now considering.

In order to offset the limitation of electives, already mentioned, the new program suggests a revision of course offerings from a year basis to a semester basis. Though with proper adjustment such a change may be desirable it can not fail to weaken the concept of development and unity in thought and material which the year unit course conveys and toward which we have consistently worked in an effort to further the principle of integration and to counteract the tendency to fragmentize learning. Another factor is involved in the shortening and concentrating of course work through "intensification." For some subjects time is essential for comprehension. It is impossible to force understanding, ideas need time to develop and mature, especially in fields where abstract thinking enters. In such areas the concentration of material into a briefer period can clog the mind rather than activate it into clear judgment.

One feature of the new program that would tend to counteract the effect of the semester unit system is the requirement of a General Examination for all departments at the end of senior year. Some departments may take issue with this requirement because of the particular nature of the work in their fields or the structure of their course programs. However, the experience of the English Department with the General Examination over a thirty year period convinces me of its value. In preparation for this examination the student correlates the various parts of his field of study and develops a perspective of the whole range of his major subject. Also the requirement that he undertake some of the preparation for the examination by himself through independent reading has helped greatly in developing a sense of personal responsibility.

Several of the recommendations proposed by the E.P.C. follow the suggestions of the consultants whose evaluation of the Middlebury curriculum was made a year ago. The further development of the General Examination was one of them. Among others was one pertaining to the science requirement which recommended that a course be introduced for non-science majors but designed to meet the science requirements. Such a course as visualized by the consultants would "make the students "come to grips with some of the difficulties of mathematics, of experimental work, and of the conceptual world of hypothesis, inference, verification, and deduction." (Such a course has recently been instituted at Wesleyan University.) Some of us, particularly among the Humanities staff, would like to see the E.P.C. give further consideration to a course of that nature for Middlebury.

The comment to follow may seem to weigh a "by-product" more heavily than is logical but I cite it conscious of what has already happened as a result of the study of our present curriculum

Both clubs were visited by the Alumnae Secretary, Constance Sherman, in March. The hostess for Northern New Jersey was Dorothea Mathison Scott, '37, in Saddle River, and the Midd-Jersey Club met at the home of Emily Barclay Jackson, '38.

In the "things-to-come department," plans are being made to entertain the seniors during their Spring vacation in order to acquaint them with the Alumnae Association. The close of the season will find this group working along with William S. Weier, '33, Chairman of the Second Annual Alumni and Parents Dinner, which is to be held on April 22 at the Suburban Hotel, East Orange.

THE Alumnae Club of Philadelphia held an enjoyable Christmas party on Dec. 12th at the home of Marilyn Murphy McInerney, '51 in Media, Pa. This group of about fifty ended the evening in typical Middlebury fashion with a songfest.

Marilyn Murphy McInerney, '51, *President, Philadelphia Alumnae Club.*

Bridge occupied the evening at the February 10th meeting at the home of Ann Heath Fay, '54. At the business meeting preceding the bridge, plans were made for the final meeting of the year, a cook-out on June 18, and the April 19 dinner meeting of Alumnae and Alumni from the New Jersey area as well as Philadelphia. The dinner will be held at the restaurant of the Presidential Apartments, City Line and the Schuylkill Expressway, Philadelphia. Baldwin M. Haines, Jr., '53, will be dinner chairman.

"IMBIBE for Bibliophiles" was the theme of the Westchester Alumnae Club's first and highly successful mid-winter cocktail party held on January 24th at the Pelham Country Club. More than a hundred Alumni and Alumnae attended. With the proceeds from this event and the sale of Christmas ribbon, the Club has been able to make a $300 pledge to the Middlebury College Library Fund. They helped clear expenses for the party with the raffle of a liquor basket (contents contributed by loyal friends of Middlebury). Supreme Court Justice E. T. Gallagher, '23, presided at the drawing of chances for the three prizes.

Ann Heath Fay, '54, *Treasurer, Philadelphia, Alumnae Club.*

Dr. Paul Scudder, '50, headed the men's committee, working with Dorothy Laux O'Brien, '45. Others on the committee included Ann Hisey Luke, '50; Mary Sellman McIntosh, '51; Carolyn Sackett Coleburn, '51, Barbara Busing Harris, '46 and George S. Harrris, Jr., '44; Jean Sloan Briggs, '49 and Phillip Briggs, '49; Miriam Kendzur Kolodney, '45; Donald Zaumzeil, '50 and Robert Mason, '48. The party was received so enthusiastically that we plan to hold another next year at the Pelham Club.

On April 6, Dr. Stephen A. Freeman visited the club to show movies of his Africa trip. The meeting was held at the Hotel Roger Smith, White Plains. Alumni in the area attended.

AT THE Worcester County Alumnae Club's Scholarship Brunch held at the home of Mrs. Jean Holmberg Sutherland, '49, on February 13, Mrs. Earle W. Brailey, (Dorothy Nash, '19) and Constance Sherman, '53, were the featured speakers. Alumnae and their guests heard Mrs. Brailey speak of the growth of the National Alumnae Association with new clubs being recently formed in South Royalton, Vt. and in Philadelphia. She reminded the group that the fiftieth anniversary of the Alumnae Association would be held in 1962 and that special plans were being made for the occasion.

Miss Sherman spoke of the Scholarship Program for women at Middlebury. Special scholarships, such as the Eleanor S. Ross Scholarship, established by the Alumnae Association in honor of former Dean Eleanor S. Ross Thomas, are awarded also to deserving students. Both Mrs. Brailey and Miss Sherman commented on the continuing success of recent Ross Scholarship recipients.

It was announced at the meeting that the Club had earned $156 from their candy sale for their Grace M. Ellis Scholarship Fund. A scholarship from this Fund is awarded each year to a woman student from Worcester County. A silver collection was also taken at the meeting to add to this Fund.

Prior to the speaker's program, Mrs. Peter B. Marshall, (Cecily Mattocks, '54), Worcester County Alumnae Club president, conducted the business meeting and led applause for Jean Sutherland whose hospitality made the Scholarship Brunch one of the most successful meetings to date.

MIDDLEBURY women are supporting the Library Program on two fronts. Besides their individual pledges and gifts, Alumnae, through their local clubs and associations, are raising funds in support of a specific project, yet to be designated for the new Library construction.

Results in this special effort as the NEWS LETTER goes to press on April 1st are as follows:

	Given	*Pledged*	*Total*
Middlebury Alumnae Association	$708.00		$708.00
Alumnae Association of New Jersey	498.50		498.50
Burlington (Vt.) Alumnae Club		$120.00	120.00
Cleveland Alumnae Club	275.00		275.00
Long Island Alumnae Association	40.00	80.00	120.00
Manhattan Alumnae Association	150.00	150.00	300.00
Westchester Alumnae Club	200.00	100.00	300.00
Worcester County Alumnae Club	40.00	80.00	120.00
TOTALS:	$1,911.50	$530.00	$2,441.50

Dean Thomas H. Reynolds examines cast being worn by Gordon C. Perine, Director of Alumni Relations, since he took a bad winter tumble in early January breaking his arm in several places. This has prevented him from attending a number of Alumni dinners this year.

the hotel d'Aumont, to the Duc de Crillon for 300,000 livres, from which time it bore the latter's name. During the interim when the Duc was an emigre after the Revolution, the hotel was occupied by the Spanish Embassy. Upon its restitution to the Duc de Crillon, the property later passed to his daughter Amelie, who had married the Duc de Polignac. It was from that family that this room paneling came into the possession of the donor through Madame Desache.

The impressive pavilions on the east and west corners of the colonnade, as well as their connecting link, have in turn served as headquarters for the Hotel Crillon, the Ministry of the Navy, the Jockey Club, the Automobile Club of France and the Guaranty Trust Co. of New York.

Today one associates the square with a magnificent traffic problem, with its fountains illuminated by electricity, with the riots of the affair of Staviski, with demonstrations in front of the Chambre des Députés to the south during the parliamentary fluctuations before de Gaulle, with the American Embassy around the corner on the rue Gabriel, and to the west the gateway to the Champs Elysees, the Arc de Triomphe, the Bois de Boulogne, the race course at Chantilly and the training stables at Maisons Lafitte. The best view of the square is to be had by standing on a rainy spring evening under the Arc du Carrousel and looking through the fountains on up to the clearing sky under the Arc de Triomphe.

We all have Paris and our particular response to it. Relatively, just yesterday one remembers a delightful painting by Degas of a gentleman and his two young daughters strolling around the square's perimeter, or Maxim's on one side of the rue de Madelaine where the German General Staff, the great lovers of Paris, found *ambiance* on three memorable and uninvited visits to the city. In the twenties, I remember afternoons spent in the more relaxed rooms of the Hotel Crillon, particularly as a free lance correspondent with such spirits as Sam Dashiell, the Marquis Henri de la Coudraye de la Falaise, or just "Hank," the husband of Gloria Swanson, Baron George Wrangel, Sparrow Robertson, The "Esquimo," Courteney Burr, Worthington Hine, the defender of William Lyon Phelps, Hook Stearns of Andover, the poet and handicapper of horses, and others playing backgammon whilst waiting to interview the tight-lipped General Pershing.

Other great works of the younger Gabriel are the Ecole Militaire and the Petit Trianon at Versailles. The latter building is to my way of thinking, despite its small size, one of the great architectural monuments of France. It is restrained, lovely in scale and so very right that one is never surprised to find it in the garden at Versailles. Perhaps a magic power of selection, of sureness in taste and spirit account for the result. It was originally given to Madam du Barry by Louis XV and was later the favorite residence of Marie Antoinette. Here, stimulated by the doctrines of Rousseau, the Queen commissioned the building of a medieval village, le Hameau, to which she retired with her court ladies to feed geese, milk cows, and make butter on marble tables in her "dairy." Many years ago I remember awaiting here the election of a president of France in the Palace. It is so very much more poignant as a memory because it was the day that a hero of mine and the father of the idea of a united Europe, M. Aristide Briand, went down to defeat. With this, Hitler was possible, if not inevitable. I have never quite believed in anything very much since that day. Between the lines of saluting and mounted Republican Guards, with their horsetail plumes and shining cuirasses, my hero gallantly rode on his way home to the railway station in an open barouche with liveried outriders. On his right sat Mme. Ganna Walska, the operatic star, and for me, that day she represented the spirit of the *ancien regime*.

I have long felt that writing about works of art is a mistake, so come and see our room for yourself. At that time the floor will be laid in Parquet de Versailles, the drapes, possibly of Toile de Jouy, will be hung up, the rug of *mille fleurs* will be in place, the chandelier of crystal hung and the furniture in character, though somewhat modified in design, for practical use. This final result was almost achieved last winter when Dr. and Mrs. Stratton entertained the Faculty and Friends of the College at a most enjoyable reception, marking the inauguration of the installation of the room. Our students will in the future discuss French culture in a room that was once possibly used by the nobility of France to game away their fortunes and their lives.

ALUMNAE CLUBS

(*Continued from page 32*)

Shop in Cambridge, March 17 through April 12. Co-chairman Evelyn Adams and Mary Ballard have assembled a group of approximately thirty-five area chairmen to help collect material for this sale.

The group is to be congratulated on the success of its "Frost Night" on November 5, the proceeds of which brought $1200 to Middlebury for scholarship aid, the recipients to be designated by the group at a later date.

The Burlington Alumnae Club viewed Dr. Stephen A. Freeman's film on Africa in the Perkins Room of the College Street Congregational Church on the evening of March 4. Alumni in the Burlington area were invited to attend. Mrs. Freeman and Miss Constance Sherman were guests of the club at this meeting.

The Cleveland Alumnae Club combined its January meeting with a tour of the Cleveland Museum of Art, followed by dessert and coffee at the home of Mrs. Harlan Pomeroy (Betty Pickles, '47). At this meeting the Club decided on its annual gift to the College and was pleased to bring the total donation for three years to $1,000. This represents three candle sales enthusiastically supported by a small but active group of some sixteen members. Project Chairman of the group is Mrs. Hans Lembke (Janet Nutt, '53), assisted this year by Mrs. Robert Burton (Sally Finley, '48) and Mrs. Alfred Makulec (Lois Grandy, '42). The 1960 candle sale will be held at the home of Mrs. Jack Berno (Joy Rahr, '37) on March 7 and March 8.

Mrs. James G. Krieble (Amanda Sanborne, '43) was recently appointed the group's representative on the Alumnae Council.

The Alumnae Association of New Jersey continued its activities. On January 21, the Northern New Jersey Club held a Scotch Auction at the home of Betty Gates Tuttle, '38, and netted $75 for the Library Fund. The Midd-Jersey Club tried an experiment in January holding seven regional bridge parties. The hostesses were: Barbara Verdicchio Britten, '47, in Madison; Mildred Carson Byers, '43, in Westfield; Alice Deininger Kreider, '48, in Chatham; Betty Virtue Mozes, '47, in Summit; Mary Cummings Nordstrom, '46, in Verona; Elizabeth Scherholz Pell, '43, in East Orange and Marjorie Harrison Tiger, '46, in Millburn. All agreed that the experiment was a success.

The Midd-Jersey Club also sponsored a Breakfast Fashion Show at B. Altman & Co. in Short Hills on February 3, thereby earning over $200 for the Library Fund. The chairman of the benefit, Ruth Hardy Scheidecker, '41, recruited the following models: Emily Barclay Jackson, '38; Janet Lang Krumm, '41; Mildred Lusk Lang, '15; Barbara Bates Lauterwasser, '47; Betty Virtue Mozes, '47; Nancy Richardson Powell, '48.

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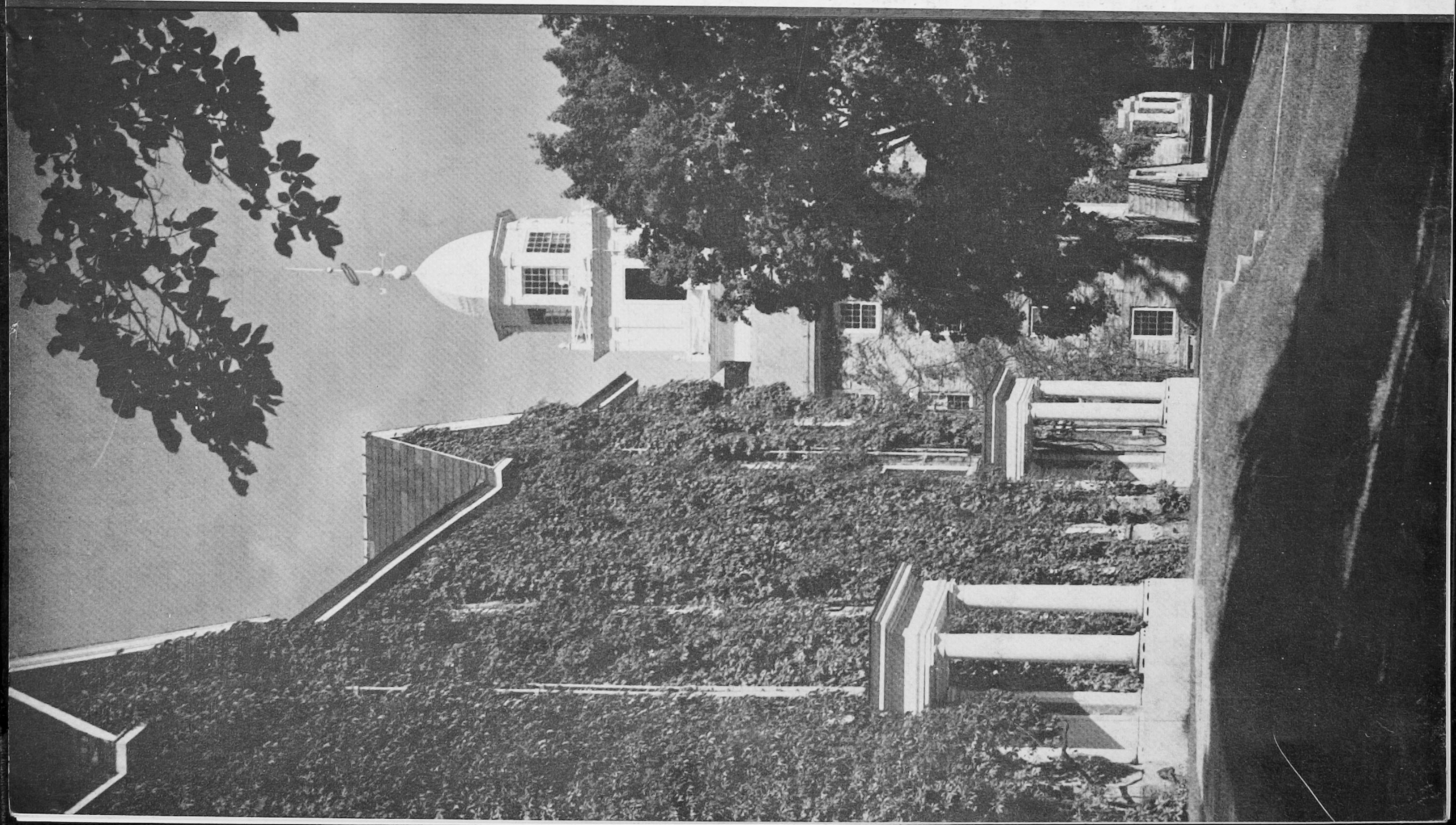
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